THE JOURNAL OF
VOLUNTEER ADMINISTRATION

ASSOCIATION FOR ▲▼▲ VOLUNTEER ADMINISTRATION

The Association for Volunteer Administration, an international membership organization, enhances the competence of its members and strengthens the profession of volunteer resources management. Members include directors of volunteer resources in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers.

Membership in AVA is open to salaried and non-salaried persons in all types of public, nonprofit, and for-profit settings who choose to join with AVA to promote and support effective leadership in volunteerism.

AVA is an association run by its members. Active committees include Professional Credentialing, Ethics, Fund Development, Organizational Relations, Communications, Member Services, and Network Development. Members also plan the annual International Conference on Volunteer Administration, a major event held each year in a different city in the United States or Canada. This conference provides participants the opportunity to share common concerns and to focus on issues of importance to professionalism in volunteer administration.

Two major services that AVA provides, both for its members and for the field at large, are a professional credentialing program and an educational endorsement program. Through the process that recognizes leaders of volunteer programs who demonstrate professional performance standards, AVA furthers respect for and appreciation of the profession of volunteer administration. Similarly, AVA educational endorsement is given to those workshops, courses, conferences, and training events that provide opportunities for professional growth in volunteer resource management.

Finally, AVA produces publications including informational newsletters and booklets and *The Journal of Volunteer Administration.*

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EDITORIAL

In a society as complex and technologically sophisticated as ours, the most urgent projects require the coordinated contributions of many talented people. * (Bennis & Biederman, 1997)

This issue of *The Journal* brings you a rich selection of articles, including commentaries by members of our profession who are responding to or reflecting upon Hurricanes Katrina and Rita.

Engaging Volunteers with Disabilities is the second article on a project at the University of North Carolina at Greensboro to work with managers of volunteers to foster inclusive volunteer efforts. Organizations that engage volunteers with disabilities benefit from the increase in disability awareness among staff, clients and other volunteers, improved agency accessibility, the potential for greater emotional connection with clients, and the potential to expand client services. This study was featured in AVA's first webcast.

Andrew's research on the perceptions of the benefits of volunteering for wheelchair users who volunteer is a very personalized follow-up to the previous article. The author identifies personal benefits as well as unexpected external benefits, and concludes that volunteering represented a complex mixture of individual altruism, social reciprocity, and the opportunity to achieve self-actualisation.

The next three studies deal with aspects of youth engagement. Christensen, Perry and Littlepage assess the effects of "Join Hands Day," a national day of service to bring youth and adults together through meaningful volunteer activity. *Volunteering: A Comparison of the Motivations of Collegiate Students Attending Different Types of Institutions* discusses motivations for volunteering among students attending different types of universities. Altruistic motivations were significantly stronger for students attending the African-American liberal arts university. Safrit, Edwards, and Flood explore teen volunteers' perceptions of a Web-based learning program that trains and supports teens as volunteers. They conclude that the potential for a Web-enhanced delivery system for supporting teen volunteers is enormous.

Hurricanes Katrina and Rita stretched emergency response resources, triggering a remarkable outpouring of volunteer assistance and generated many questions about preparedness. Many in our profession responded and provided valuable organizational skills for relief efforts. *The Journal* invited members of our profession to share their initial insight and stories with our readers. Adamshick and Barishansky provide an interesting look at the history, status and challenges of EMS/Fire Service Volunteerism, from the perspectives of an EMS volunteer and a volunteer administrator. The authors point out that approximately 60% of the more than 750,000 emergency medical providers in the United States are volunteers. Brennan, Barnett and Flint explore the importance of first responders in disaster situations and offer suggestions for coordinating action plans prior to and after natural disasters.

Macduff shares her personal experience of assisting with the relief efforts by engaging technology to provide Web-based resources and information. She notes that a single Katrina Web page on a Web site in Oregon has grown into multiple pages as professionals from Germany, Canada, and across the United States reached out to help one another. Rogers shares the frustrations of volunteer medical and EMS teams who had to wait an agonizing five days to depart for the Gulf Coast because of license problems, and offers initial reflections on the questions her organization will be asking in the months ahead to prevent staff and volunteer burnout.

Buckley shares insights into how the Points of Light Foundation and Volunteer Center National Network were able to enhance their response to the hurricanes through a gift from The Disney Corporation, who recognized the valuable role volunteers could play in the relief efforts. Finally, Whiting offers a very personal reflection from her perspective as a longtime resident of Mobile, Alabama. *The Journal* acknowledges these are a tiny sampling of the personal stories that will come forward in the months and years ahead. We hope other colleagues will share their experiences and best practices to help us as a profession be positioned and prepared for the next disaster.

This issue closes with two book reviews: a new book on retaining volunteers by Steve McCurley and Rick Lynch, reviewed by Sheri Seibold, and a management book reviewed and recommended by John Throop, Executive Director, AVA.

Mary V. Merrill, Editor

*Reference:

Bennis, W., & Biederman, P. (1997). *Organizing genius: the secrets of creative collaboration.* Massachusetts: Addison Wesley

Featured Research

- *Engaging Volunteers With Disabilities: A Qualitative Study*
Suzanne Stroud, Kimberly D. Miller, and Stuart J. Schleien, University of North Carolina
at Greensboro
Mary Merrill, Columbus, Ohio
This study identifies the benefits of engaging volunteers with disabilities as perceived by coordinators of
volunteers. An online survey instrument was completed by coordinators of volunteers internationally. In
the 531 (75.5%) responses to the survey's three open-ended questions, the most prevalently-cited benefits
to engaging volunteers with disabilities included welcoming personality traits and a strong work ethic,
increased awareness of disability issues, unique skills, and volunteer diversity that reflects the community.
Having the right match between volunteers' interests and abilities and the agency's needs was recognized as
an essential component in the process of engaging volunteers with disabilities.

- *Altruism or Self-Actualisation? Disabled Volunteers' Perceptions of the
Benefits of Volunteering*
Jane Andrews, Aston University, Birmingham, United Kingdom
Since the election to the British Government of "New Labour" in 1997, voluntary action and volunteering
have become highly political issues. Despite this, volunteerism amongst the disabled population remains
a largely invisible phenomenon. This paper aims to address this issue by drawing attention to the various
beneficiaries of the voluntary activities of a group of wheelchair-users volunteering within different organi-
zational settings within Great Britain. The paper then offers practical guidance for managers of volunteers
about the management of disabled volunteers.

- *Making a Difference in a Day: An Assessment of "Join Hands Day"*
Robert K. Christensen, Indiana University, Bloomington
James L. Perry and Laura Littlepage, Indiana University-Purdue University Indianapolis
National days of service have become a common means for mobilizing resources around important causes
and symbols, and building an ethic of volunteering. Martin Luther King Day, Make a Difference Day and,
most recently, One Day's Pay are among these national days of service. Although national days of service
have become quite common, they have seldom been systematically evaluated. This study begins to fill that
gap by assessing the effects of "Join Hands Day" (JHD), a national day of service that endeavors to bring
youth and adults together through meaningful volunteer activity. Now in its sixth year, JHD is designed to
develop youth-adult partnerships. Does JHD lead to meaningful intergenerational partnerships? Our
analysis of participant surveys provides preliminary evidence that it does.

- *Volunteering: A Comparison of the Motivations of Collegiate Students
Attending Different Types of Institutions*
David J. Burns, Xavier University, Cincinnati, Ohio
Mark Toncar, Jane Reid, and Cynthia Anderson, Youngstown State University, Ohio
Cassandra Wells, Morehouse College, Atlanta, Georgia
Jeffrey Fawcett, Cedarville University, Ohio
Kathleen Gruben, Georgia State University, Statesboro
College-aged young adults spend significant amounts of time in voluntary activities and may represent an
important pool of future volunteers. Consequently, understanding the motivations for volunteering, of stu-
dents attending different types of colleges and universities, appears to be worthwhile. Do individuals
attending different types of universities possess differing motivations to volunteer? The results suggest that
students attending different types of universities differ in their motivations to volunteer. The primary dif-
ferences involved students attending a public commuter university and an African-American liberal arts
university. The results are discussed.

- *Using the Web to Train and Support Teen Volunteers: An Initial Assessment of the North Carolina TRY-IT! (Teens Reaching Youth through Innovative Teams) Program*
  R. Dale Safrit and Harriet C. Edwards, North Carolina State University
  R. Warren Flood, The Ohio State University, Columbus
  Both the use of technology in volunteer programs, and the expansion of teen volunteer involvement are important contemporary topics in volunteer administration. The North Carolina program 4-H TRY-IT! (Teens Reaching Youth through Innovative Teams) utilizes interactive Web-based learning combined with face-to-face training to support teens as volunteers. This exploratory study investigated teen volunteers' perceptions of three pilot TRY-IT! modules based upon eight criteria for effective Web-based instruction. Study participants evaluated all criteria for the modules as above average. The authors conclude that the modules interweave critical subject matter resources into a motivational, Web-enhanced delivery system that trains and supports teens as volunteers, and is based on best practices and contemporary research in volunteer administration and Web-based learning.

- *Oh Brother/Sister, Where Art Thou? The Decline in EMS/Fire Service Volunteerism*
  Liz Adamshick, Homer, Ohio
  Raphael Barishansky, Newburgh, New York
  As professionals in the field of volunteer program management, we experience firsthand the impact of current trends and patterns in volunteerism, and are challenged to re-evaluate the current processes and procedures we use to receive and support volunteer interest in our organizations. This article explores the impact of these current trends and patterns in the EMS/Fire setting, revealing similarities between these departments and other nonprofit organizations, and also distinct differences that make the future of emergency response volunteerism an issue for all managers of volunteers to consider.

- *Community Volunteers: The Front Line of Disaster Response*
  M.A. Brennan and Rosemary V. Barnett, The University of Florida, Gainesville
  Courtney G. Flint, University of Illinois at Urbana-Champaign
  The dramatic and tragic events of Hurricane Katrina have highlighted the need for coordinated, community-based volunteer efforts to prepare for, and respond to, natural and other disasters. The recent hurricanes in the Gulf States underscore the problems and shortcomings associated with coordinating outside logistics and show a clear need for local volunteers to serve as the first line of response to such catastrophes. Such disasters are likely to occur again. When disasters do occur, citizen groups and coordinated local volunteers will again be the first responders, and will act to lessen impacts. This article identifies and suggests methods for linking local organizations, recruiting volunteers, and implementing coordinated action plans prior to, and after, the impact of natural disasters.

- *The Pages of Katrina: A Memoir*
  Nancy Macduff, Walla Walla, Washington
  How do managers of volunteers help in times of crisis? The launching of Web pages, with resources for managers of volunteers in the Gulf Coast region of the southeastern United States following Hurricane Katrina, provides a unique look at the simplicity and complexity of the manager of volunteers position. This memoir outlines the process of organizing a crisis volunteer effort and the lessons learned about managing volunteers.

- *Bringing Hope and Healing to the Gulf Coast*
  Linda Rogers, Portland, Oregon
  With the enormity of this year's disasters, including war-torn Sudan, the tsunami, and Hurricanes Katrina and Rita, medical and EMS responders are asking hard questions about how to prevent staff and volunteers from becoming casualties of the disasters they are responding to. In the months to come Northwest Medical Teams will be evaluating their own disaster preparedness in terms of staffing, volunteer availability, and time of response.

- *Comfort Amongst the Chaos*
  Kristin A. Buckley, Washington, DC
  A national organization's commentary on the power of a network of Volunteer Centers that helped the Gulf region to recover from Hurricane Katrina through the exchange of knowledge and personnel experienced in the management of volunteers. This piece provides a look into the importance of collaboration, communication, and coordination among voluntary organizations in times of disaster, and the success that was achieved through their efforts.

- *In The Aftermath Of Katrina And Rita*
  Virginia Hearn Whiting, Fredericksburg, Virginia
  As she watched the television coverage of Hurricane Katrina, and later Rita, the author recalled her years in Mobile, Alabama, and empathized with those who had to cope with the fickle nature of a hurricane's wrath. But the spirit of giving and helping is uppermost in the hearts and minds of volunteers, and they answer the call quickly.

Engaging Volunteers with Disabilities: A Qualitative Study

Suzanne Stroud, Kimberly D. Miller, and Stuart J. Schleien
University of North Carolina at Greensboro

Mary Merrill, Columbus, Ohio

THE BENEFITS OF ENGAGING VOLUNTEERS WITH DISABILITIES

Many volunteer administrators often wonder what they can do to increase their volunteer base and improve the efficiency, longevity, and morale of their current volunteers and staff. One virtually untapped, and certainly underutilized, population from which new volunteers may be recruited comprises individuals with disabilities. Volunteer coordinators with limited-to-no experience engaging volunteers with disabilities may be concerned, however, that increased time and money to supervise may be required, or special accommodations may be needed, to engage this population. These concerns are commonly cited by volunteer coordinators as barriers to successfully engaging volunteers with disabilities (CSV's Retired and Senior Volunteer Programme, 2000; Graff & Vedell, 2003; Miller, Schleien, & Bedini, 2003). Nevertheless, many agencies have deemed these barriers worthy of addressing and overcoming.

The current study addresses the benefits of engaging volunteers with disabilities as perceived by volunteer coordinators who took part in this practice. This research focuses specifically on the benefits that volunteer administrators perceived, both personally and for their agencies, through their engagement of volunteers with disabilities as compared to engaging volunteers who are not disabled.

LITERATURE REVIEW
Including Individuals with Disabilities

Few studies on volunteers have addressed the inclusion of individuals with disabilities. This may be due partly to the fact that volunteers with disabilities only account for 5.7% of the volunteer pool (Miller et al., 2003) although approximately 20% of the population has some form of disability (CSV's Retired and Senior Volunteer Programme, 2000; U.S. Census Bureau, 2003). While the overall number of volunteers with disabilities is relatively low, Miller et al. (2003) discovered that 77% of agencies surveyed had engaged volunteers with disabilities at one time. Of these, a majority would consider future placement of additional volunteers with disabilities in their agencies (Graff & Vedell, 2000; Miller et al., 2003).

Overcoming Barriers

Graff and Vedell (2003) found that agency representatives believed that certain strategies needed to be implemented in order to successfully include volunteers with disabilities. Most important, a good match between the volunteer's abilities and his or her assigned duties was essential. Next, it was necessary to identify and provide special accommodations and supports for volunteers. Lack of time, resources, and knowledge of how to support volunteers with varying abilities was com-

Suzanne Stroud, Kimberly Miller, and *Dr. Stuart J. Schleien* have together led innovative strategies for engaging volunteers with and without disabilities through the Partnership F.I.V.E. (Fostering Inclusive Volunteer Efforts) initiative in Greensboro, NC. Dr. Schleien is a professor and head of the Department of Recreation, Tourism, and Hospitality Management at the University of North Carolina at Greensboro.

Mary Merrill, LSW, is an international consultant and author. She is Editor of the *Journal of Volunteer Administration,* and an educator with The Ohio State University. Mary has spoken at four IAVE World Volunteer Conferences and is an annual trainer for the National Conference on Volunteering and Service and the International Conference for Volunteer Administration.

monly reported. Other strategies included the provision of disability awareness training to staff, access to an ongoing source of information and support for volunteers with disabilities, convincing administrators about the value of inclusive policies, and creative insight in job design and accommodations. Involving volunteers with disabilities does not have to be a difficult task. Most organizations that engage volunteers with disabilities report that they are involved in the same tasks and activities as volunteers without disabilities (CSV's Retired and Senior Volunteer Programme, 2000).

Potential of Volunteers with Disabilities

Previously, Miller et al. (2003) found that 62% of volunteer coordinators surveyed perceived the benefits of inclusive volunteering to far outweigh the barriers. It was reported that one third of all volunteers with a disability required no additional supports (Graff & Vedell, 2000). When necessary, accommodations were usually minimal, ranging from physical accessibility, patience by the volunteer coordinator, larger and easier to read labels for a volunteer with limited sight, and audiotaped minutes of meetings (Graff & Vedell, 2003). Fitting the task to the person, rather than the person to the task, can help foster a successful experience (CSV's Retired and Senior Volunteer Program, 2000). With a positive attitude, perseverance, and creativity, volunteer coordinators can support inclusive volunteering to benefit both the agency and volunteers alike (Miller et al., 2003).

METHODOLOGY
Procedures

A cover letter introducing the survey was sent electronically to all AVA members with e-mail addresses on file and to cybervpm, UKVPM, and OZvpm electronic mailing list subscribers. The letter stated the purpose of the survey, voluntary nature of participation, and the confidential nature of the data collection. The letter also contained a link to the online survey. In an attempt to elicit a more international response, a similar notice was also published in newsletters distributed by Volunteer Vancouver, Scottish Association for

Volunteer Managers, and Northern Ireland Volunteer Development Agency. No tracking of individual responses occurred, with all respondents remaining anonymous.

Survey Instrument

A self-designed, online survey instrument was used consisting of two demographic questions addressing agency mission and the total number of volunteers, and specifically, the number of volunteers with disabilities engaged by the agency in the previous 30 days; nine questions on a 4-point Likert scale ranging from *strongly agree* to *strongly disagree* concerning volunteer coordinators' overall perceptions of volunteers with disabilities; 12 questions using a Likert scale addressing the benefits associated with engaging volunteers with disabilities; and three open-ended questions on perceived benefits that were only answered by volunteer administrators who had experience engaging volunteers with disabilities. The open-ended questions included (a) Have volunteers with disabilities been an asset to your agency in a way that is different or varies from volunteers without disabilities? Why or why not? (b) What benefits has your agency received as a result of engaging volunteers with disabilities? and (c) Of these benefits, which has been the most important? Content validity of the instrument was established through careful review by a consultant in volunteer administration and by the board members of the Association for Volunteer Administration (AVA). The survey took an average of 8 minutes to complete.

RESULTS

This section presents the results of the open-ended questions. In a previous article, Miller, Schleien, Brooke, and Merrill (2005) described the results of the quantitative survey data.

Respondents

The online survey instrument was accessed by 755 potential respondents. Fifty-two individuals accessed the survey but chose not to answer the questions, thereby reducing the number of usable surveys to 703. Respondents overwhelmingly resided within the

United States (82.5%) and Canada (5.8%). Other respondents resided in England, Australia, Scotland, Northern Ireland, Italy, Nepal, Singapore, United Kingdom, Netherlands, and New Zealand (in order of response rate). Only respondents who had experience engaging volunteers with disabilities could respond to the open-ended questions. Of the 703 usable surveys, 531 (75.5%) responded to the open-ended questions. Analysis of the responses led to the conclusion that country of origin did not influence the nature of their responses.

The respondents to the open-ended questions were volunteer coordinators working in a wide variety of agencies. Agency missions included social services (n=94, 18.7%), health (n=82, 15.4%), working with children (n=42, 7.9%), working with seniors (n=38, 7.2%), cultural arts (n=35, 6.6%), other (n=34, 6.4%), environmental (n=33, 6.2%), working with people with disabilities (n=33, 6.2%), volunteerism (n=19, 3.6%), hospice (n=15, 2.8%), government (n=14, 2.6%), education (n=11, 2.1%), working with animals (n=10, 1.9%), public safety (n=10, 1.9%), emergency response (n=9, 1.7%), faith-based (n=8, 1.5%), blood bank (n=6, 1.1%), public library (n=5, 0.9%), community development (n=5, 0.9%), recreation (n=5, 0.9%), military welfare (n=5, 0.9%), retirement (n=3, 0.6%), and museum (n=3, 0.6%). There were no data related to agency type on 12 (2.3%) of the questionnaires.

Data Analysis

Responses to the three open-ended questions were deemed similar in nature and were analyzed as one comprehensive data set. Two researchers scrutinized the data to identify themes and for comparative purposes. They conferred on the identification of 11 themes, which were further validated by a consultant in volunteer administration. Themes included disability awareness, unique skills, diversity, equality, personality traits, availability, work ethic, personal satisfaction, match, negative perspectives, and win-win solutions (see Table 1).

TABLE 1
Prevalence of Themes in Open-Ended Responses

Themes	# of Responses	% of Total Responses
Personality Traits and Work Ethic	329	20.56
Disability Awareness	228	14.25
Unique Skills	227	14.19
Diversity	220	13.75
Equality	220	13.75
Availability	162	10.13
Personal Satisfaction	98	6.13
Match and "Win-Win"	77	4.81
Negative Perspectives	39	2.44

Responses were then coded based on the identified themes. During the coding process, many of the responses were placed into more than one category, depending on fit. Reliability of the coding was verified by comparison to a second researcher's coding of 25% of the responses. The themes "personality traits" and "work ethic," as well as "match" and "win-win," were later collapsed into single themes due to the significant amount of overlap in the coded responses determined by the initial coder and validator.

A note of precaution must be made before presenting the response summaries. Respondents diligently reminded us that there are positive and negative qualities to every volunteer, regardless of ability. Furthermore, everyone is unique; personal characteristics cannot be applied to all individuals labeled as having a disability, as if they were all part of one group or class of citizens. As one coordinator stated, "Volunteers with disabilities are just like volunteers without disabilities. Some of them are good. Some are bad." Identified themes and summary statements appear next in order of response rate from most to least frequent.

Personality Traits and Work Ethic

Respondents most commonly spoke of volunteers with disabilities as having great personality traits and strong work ethics. When describing volunteers with disabilities, volunteer coordinators often used descriptors such

as inspirational, loyal, dedicated, tolerant, nonjudgmental, enthusiastic, punctual, productive, willing, and appreciative of the opportunity to contribute. The commitment of volunteers with disabilities to their positions was described in a variety of ways, but the terms "dedicated" or "dedication" were used by 74 respondents. For example, "The volunteers with disabilities that we are engaged with are very dedicated to their jobs and developed excellent reputations at the agencies where they serve." An additional 36 respondents referred to the volunteers' high levels of commitment to the task at hand, organization, or mission. For example, "I think their commitment, willingness to learn, and energy level is amazing." Loyal was a descriptor used by another 23 respondents.

Individuals with disabilities are not only dedicated to their volunteer positions and the agencies in which they work, but they are also motivators of others. One volunteer coordinator stated,

> Whenever our volunteers with disabilities are seen doing whatever they are capable of, it motivates people who think they do not have anything to offer to volunteerism. They are the most loyal [volunteers] and continue to come each and every week.

Another coordinator stated, "We have been able to enjoy dedicated, hard-working, volunteers, which challenges our traditional volunteers to strive even harder."

Willingness is another term that was consistently used. Whether referring to their willingness to perform a variety of tasks, meet new challenges, learn new skills, or "do whatever it takes," willingness was used to describe these volunteers by 56 respondents.

Several volunteer coordinators expressed their thoughts on why such powerful terms as dedicated, committed, loyal, and willing are apparent when describing volunteers with disabilities. One coordinator stated,

> Some work extra hard to prove themselves. They derive a great deal of personal satisfaction from being appreciated for their contributions and for being

> included as part of a team. Apparently, people with disabilities can't assume inclusion or appreciation and so they value these rewards and go the extra mile to earn them.

Or as another coordinator stated, "I think that they sometimes feel that they must perform better than their peers."

Disability Awareness

An agency that engages volunteers with disabilities provides paid staff, clients, and fellow volunteers with an opportunity to become more aware of the issues facing individuals with disabilities. Disability awareness can be categorized as increased awareness of disability issues, creation of an environment that is accepting of people of varying abilities, increased physical accessibility, and increased readiness to serve all members of the community. As one coordinator stated,

> Volunteers with disabilities have helped us as a staff and institution be more connected and aware of the needs of the members of our community with disabilities. They have also enabled us to build relationships and a reputation in our community that makes us more valuable as a partnering agency.

Furthermore, volunteers with disabilities have proven to be great role models regarding respect for others and for individual differences. As one volunteer coordinator stated, "Using volunteers with disabilities, we do not usually have to train them in respecting others with disabilities because they already know this information. They are also able to educate us." Staff and volunteers alike can take the lead from individuals with disabilities when it comes to respecting the many differences in people.

Many volunteer coordinators have learned how to solicit the feedback of volunteers with disabilities to make their agencies more physically accessible. A coordinator stated, "One volunteer who uses a wheelchair has been able to do assessments of the accessibility of our special events, buildings, etc., to help us

better understand ease of entry/flow rather than just stick to ADA guidelines." Another coordinator reported that, "because of the input of our volunteers with disabilities, we have been able to design our site well enough to have received an award for accessibility."

"Both paid and volunteer staff learn about barriers in the community for people with disabilities … it educates our staff who may or may not be aware of people with disabilities and the challenges in their lives." When an agency is more aware and knowledgeable, it is better prepared to serve a broader segment of the community. Simply stated, "We are better able to understand how to serve those in the community with disabilities."

Unique Skills

Multiple respondents indicated that volunteers with disabilities have unique and specialized talents, such as the commonly cited ability to perform repetitive tasks for extended periods of time. Forty-five volunteer coordinators indicated that these volunteers were more willing to perform tasks that other volunteers deemed to be boring, mundane, "non-glamorous," or just not interesting or challenging enough, but that are actually essential to the agency's functioning. For example, "They do some work that other volunteers would tire of more easily because of the repetition," and "They have been willing to do some mundane, necessary tasks that other volunteers wouldn't be interested in."

In some cases, volunteers with disabilities have been not only more willing to participate, but more capable and productive. For example, "A group of mentally disabled [sic] adults has demonstrated remarkable accuracy and speed in large mailing projects." Another stated,

> I have several disabled [sic] volunteers who are much better at checking mailing lists to determine complete addresses than nondisabled volunteers. They actually enjoy finding addresses with missing elements, while nondisabled workers (including me) quickly grow tired and less efficient.

A disability advocate may be quick to say, "Here we go again, sticking people with disabilities into stereotypical, low skill roles." However, the reality is that some individuals with cognitive impairments have a remarkable desire to perform repetitive tasks and do so with incredible accuracy.

Another unique skill identified is the ability to relate and empathize with those facing difficult situations in ways that many others cannot. One coordinator stated, "We deal with patients with medical issues. Many times they [volunteers with disabilities] are more empathetic than volunteers without disabilities." Another coordinator stated, "They relate to hospitalized children's families really well." An additional example included, "We work with children with cancer and the children can relate to anyone who appears different because they feel different themselves." This ability to relate to others was especially important when volunteers with disabilities had the same disability as those being served. A coordinator in a disability-related organization stated, "Many of the people we serve have disabilities themselves and feel more comfortable speaking with another person with disabilities." One respondent stated, "The volunteer who is legally blind leads a group of seniors who are losing their vision. She teaches them coping skills that a fully-sighted volunteer would not have."

Those volunteers with sensory impairments were viewed as having unique skills that have allowed agencies to expand their services. For example, "We are able to offer services to our patrons who are deaf that we could not do before." One coordinator stated, "Our volunteers with disabilities often have skills that those without [disabilities]…do not have. An example is Braille skills that have been a huge asset to the agency."

Many coordinators viewed volunteers with disabilities as role models. This was particularly true in agencies whose missions included serving individuals with disabilities. One respondent commented, "Because the disabilities of some volunteers are similar to those of our residents, I believe that these volunteers have been role models and have encouraged some residents to continue to live and to try

new things." One volunteer coordinator stated that volunteers with disabilities tend not to have "preconceived notions about our children. They interact with all our children, not just the ones that can verbally communicate. They are role models."

One volunteer coordinator cited an example of how the perfect match between an individual's very unique, specialized talent and the needs of an agency can be an extraordinary find. The coordinator stated, "Another volunteer who has a form of autism works with our tax division and can do the work of two people because of his ability to handle numbers." Most likely, this individual is often seen as lacking in functional ability. However, with a strong match between abilities and needs, some individuals have the capability to shine in a unique way that can be beneficial to the agency and community.

Diversity

Respondents were adamant that having volunteers who represent the diversity of the community will facilitate good public relations, new perspectives in the workplace, diversified services, and increased tolerance and awareness of people of varying abilities. One volunteer coordinator stated, "They [volunteers with disabilities] are directly involved with the public and this reflects positively on our organization and the community. They better reflect our community and make visits to our facility more comfortable for guests with disabilities." Another coordinator stated that engaging volunteers with disabilities "gives us a volunteer corps that more closely reflects the makeup of the community we serve. They show visitors that this is an inclusive organization."

Twenty-four respondents indicated that increased diversity resulted in good public relations, increased publicity, and an improved public image, although many respondents also pointed out that these were not the original reasons why they engaged volunteers with disabilities. For example, "Volunteers with disabilities are high profile, so in addition to the obvious loyalty, hard work, and skill factor, they are also great PR." Also, "Volunteers [with disabilities] have gen-

erated a great deal of positive press for us."

Many also recognized that the increased diversity led to new insights and perspectives: "Including volunteers with disabilities gives a voice to a group who all too often don't have one. They bring new ideas and perceptions that are often overlooked." "Volunteers [with disabilities] bring life experience … a new perspective to their work."

The diversity effect is not easily quantifiable since outcomes are usually demonstrated in feelings and attitudes. As one volunteer coordinator explained, "The experience for staff and volunteers to work alongside someone with a disability is a priceless benefit. It celebrates diversity and highlights sensitivity."

Equality

Many volunteer coordinators stated that all of their volunteers were considered equal; the presence of a disability was irrelevant. Most volunteer coordinators held all volunteers accountable for the same duties and responsibilities. They were grateful for all of the important contributions that were made and were appreciative of the time and energy that volunteers gave. One coordinator stated, "All volunteers are equal regardless of their limitations and/or competencies. Each person offers their own unique skill level. Most are excellent workers. We don't even really think of them as people with disabilities, just members of the volunteer team." One volunteer coordinator stated, "All volunteers contribute equally according to their abilities. Each brings his or her unique skills and enhances the program according to those skills." Another coordinator stated more bluntly, "They tend to have the same assets and problems as abled volunteers."

Availability

Many volunteers with disabilities have weekday availability and more flexible schedules. These characteristics allow an agency to complete more tasks and fill volunteer positions that are often left unfilled. Weekday availability also enables paid staff to work on other projects. One coordinator stated, "We have a few office volunteers who are very dedicated to a weekly schedule. It's hard to find

volunteers who can help during regular business hours, and this group is very dependable and hardworking."

Another respondent whose agency provided meals commented about the "great delivery people at lunchtime. There was a time in our agency history when we couldn't have got … all of the meals delivered if it weren't for our partnerships with agencies that work with developmentally disabled people."

Personal Satisfaction

While this theme did not yield as many responses as several of the others, it did generate strong positive feelings among the respondents. Many volunteer coordinators believed they were fulfilling a need for individuals with disabilities and increasing the sense of community by engaging them as volunteers. They also enjoyed observing the interactions between agency staff and volunteers. One coordinator stated that an important benefit of engaging volunteers with disabilities was her "personal satisfaction that we have helped individuals feel good about themselves and what they can contribute to our organization." Another stated, "The benefit of working with excellent people who really want to help and get joy from working is highly motivating." Volunteer coordinators found it personally satisfying to observe volunteers completing meaningful work that brings them joy. Coordinators also enjoyed getting to know and respect the volunteers with disabilities as individuals.

Match and Win-Win

Volunteer coordinators clearly indicated a need for finding good matches between volunteers' abilities and interests and the needs of the agency to create win-win situations. One stated, "All volunteers have abilities— our task is to place all of our volunteers in positions that benefit those we serve, help our organization, and fulfill the needs of the volunteer." Another coordinator stated, "What is more important is matching the potential volunteer with the right task. A good match will result in a win-win situation for all involved." One of the respondents who provided several exceptional examples of

thoughtful matches between individual abilities and interests and agency needs expressed the benefit as, "By focusing on a person's abilities, not disabilities, you are able to take people out of the slot-filling mentality of volunteer job descriptions and create opportunities that an agency may never have thought of before."

Two strategies for making such appropriate matches were presented by respondents. One approach was by carefully working with the volunteer directly. By working together to find an appropriate match, both the volunteer and the agency have much to gain. One coordinator stated, "They have shown how much can be accomplished with minimal accommodation or alternate equipment that does not set them apart from the rest of the staff (paid or unpaid)." An additional strategy identified was that of having an agency that works with individuals on a regular basis, such as an advocacy organization, screen the volunteers for their abilities and interests. For example, "The volunteers with disabilities come to us through a special organization that can screen them for the tasks that we need done."

A few respondents also discussed the fact that not all volunteer roles are appropriate for everyone. For example, "Disability or no disability, people are recruited on their ability to conduct the volunteer service in a health care setting. Not everyone, disabled or not, is an appropriate candidate to volunteer." Another stated, "We are also very honest with them if there is no opportunity at that time for their skills."

The importance of a good match cannot be overemphasized, as is evident in the few negative perspectives that were offered.

Negative Perspectives

Although asked to reveal the benefits of engaging volunteers with disabilities, respondents offered a small number of negative perspectives, many of which reflect what can occur when a good match is not made. These statements included the fact that it was more time-consuming to train and supervise them. Also identified were issues of unreliability, limited abilities, and additional transporta-

tion requirements. These situations led to the volunteers with disabilities gaining more from the experience at the agency's expense and, therefore, not resulting in win-win scenarios. For example, "Some are great assets, have wonderful enthusiasm, great attitudes, etc. ...others are more of a challenge and at times [I] think they may get more out of the experience than we do." Another respondent stated, "though dependable, the volunteers with disabilities that we have used do not always follow directions, and require more training than our staff is willing to give." It is hoped that only a few agencies had similar experiences to the respondent who stated,

> *They are not able to work independently and actually frustrate the staff more than they help. However, occasionally we get one who does an exceptional job. Unfortunately, the ones who cause more problems than they solve run about eight to one.*

One respondent reminded us that some problems associated with volunteers with disabilities are also relevant to a much broader group: "There have been times I have had to deal with issues like body odor, transportation, [or] family matters, but this is [also] the case with many regular adult volunteers."

DISCUSSION
One respondent summarized the positive and negative perspectives of inclusive volunteering with the statement, "Depends on the right match—as with ALL volunteers." When an appropriate match occurs between the abilities and interests of the individual volunteer and the needs of the agency, good things happen. As an agency becomes more diverse and representative of the broader community through an inclusive volunteer pool, it is able to meet the needs of more community members and thus develop a positive reputation as a welcoming and inviting environment. Also, needed tasks are accomplished by a corps of willing, dedicated, and committed volunteers. Skills are brought to the agency that meet basic needs and, many times, expand existing services.

The respondents in this study described the involvement of volunteers with many different types of disabilities, including individuals with physical disabilities, sensory impairments (i.e., deafness, blindness), intellectual disabilities (e.g., mental retardation), autism spectrum disorders, cerebral palsy, mental illness, multiple sclerosis, renal failure, just to name a few. In the authors' five-plus years of studying inclusive volunteering, we have observed that volunteer coordinators, generally speaking, are more comfortable engaging volunteers with physical disabilities rather than those with mental illness or intellectual disabilities. This may be due to fear of the unknown or the fact that accommodations often require more than just physically re-arranging the environment for greater access. This study was not able to gauge whether volunteer coordinators who engaged those with mental illness and/or intellectual disabilities entered into these working relationships hesitantly. However, it was uncovered that regardless of previous experiences or levels of confidence, when a good match was made between the individual's abilities and preferences and the needs of the agency, it typically resulted in a positive volunteer experience for the individual and the agency. The common denominator across most if not all of these positive experiences was the focus on the volunteers' abilities and preferences, and not their limitations.

Implications for Practice
Volunteer administration has continually promoted the core values of inclusion, diversity, human dignity, and the giftedness of every person. The managers of volunteers cited in this study reinforced the benefits of working with volunteers with varying disabilities while noting the importance of good volunteer management practices such as identifying skills, appropriate placement and training, and ongoing supervision. While several spoke of the importance of a balanced exchange between the volunteer and the organization, of particular interest are the implications for organizations to expand their reach to a broader client base by engaging volunteers with special skills, such as the volunteer

who was legally blind working with seniors who are losing their vision, or a volunteer who is deaf providing signing for clients who are also deaf. All volunteers augment the work of paid staff. Volunteers with special skills, precisely because of their disabilities, can provide services and accessibility that are beneficial to the organization and the community served.

It is disconcerting to note that some volunteers with disabilities "work extra hard to prove themselves," or "feel they must perform better than their peers." Such comments do not tend to appear in volunteer satisfaction surveys, and managers of volunteers should make every effort to help both volunteers and their organizations have realistic expectations.

The positive comments in this study reflect the continuing emphasis on the synergy that occurs through diversity and inclusion at all levels. Managers identified the negatives and positives associated with all volunteers. Successful volunteer programs, regardless of the abilities or disabilities of individual volunteers, are built on good, consistent management practices that result in positive benefits for the organization and the volunteers.

The study documented the balanced benefits of engaging volunteers with disabilities. The qualities of loyalty, dedication, and work ethic are positive and desirable. The payoff for the organization, however, comes from the increase in disability awareness among staff, clients and other volunteers, improved agency accessibility, the potential for greater emotional connection with clients, and the potential to expand client services. These are bottom-line benefits that enhance the performance and mission of the organization.

Dr. Jean Houston, keynote speaker at the 1993 International Conference on Volunteer Administration, termed volunteer administrators "social artists," saying,

There are levels and layers and dimensions of beingness, frames of mind, and modes of intelligence that most of us do

not tap. People who did not find their place are being called forth to find a new place. You give to others their greatest of gifts—you give them back their giftedness. You offer the lure of becoming.

Dr. Houston went on to say that "people wander into volunteerism to find their giftedness." Managers of volunteers have the opportunity to reach out and grab that giftedness. They need not wait for an individual to wander in. This study identified tangible benefits to support the targeted engagement of volunteers with disabilities.

IMPLICATIONS FOR RESEARCH
This study has added to our understanding of the engagement of individuals of varying abilities as volunteers. It has challenged practitioners and researchers alike to move beyond the mere documentation of barriers that prevent participation. Barriers and other inhibitors are easy to document and they grab our attention quickly. Assets and other outcomes, on the other hand, can be more difficult to ascertain. Additional research is needed that addresses diversity in its many forms, and how it benefits individuals, agencies, and entire communities.

Responses to the survey indicated that the positive outcomes were robust when individuals were matched with appropriate volunteer roles. A thorough understanding of the matching process is necessary for inclusive volunteering to be successful on a wider basis. The implications are broad since a better understanding of the process of making an appropriate match for the more "difficult" volunteer will lead to more effective matches for the more "typical" volunteer as well. Since there is strong evidence that appropriate matches lead to more productivity, efficiency, sense of accomplishment, and retention of good volunteers, agencies have much to gain from this knowledge base.

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ENDNOTE

Altruism or Self-Actualisation? Disabled Volunteers' Perceptions of the Benefits of Volunteering

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INTRODUCTION

Since the election to the British Government of "New Labour" in 1997, voluntary action and volunteering have become highly political issues (National Council for Voluntary Organisations, 2002; Brown, 2005) with numerous government-backed schemes, such as the current "year of the volunteer" initiative, aimed at promoting volunteering amongst various sections of the community across the United Kingdom (Naussbaum, 2005). Despite such initiatives, volunteerism amongst the disabled population remains a largely invisible phenomenon. This paper aims to address this issue by drawing attention to the various beneficiaries of the voluntary activities of 47 wheelchair users volunteering within different organizational settings in the UK.

Although there exists a considerable amount of literature analysing the individual and collective motivations of volunteers (Liao-Troth & Dunn, 1999; Wardell, Lishman, & Whalley, 2000), very few studies have identified benefits of volunteering that are not associated with motivation. Whilst not focusing specifically upon the benefits of volunteering, studies by Hustinx and Lammertyn (2004) and Hadden (2004) both suggest that volunteering benefits the individual volunteers themselves, the organizations in which they are engaged, and the different communities in which the voluntary work occurs. However, there have been no previous studies focusing solely upon the experiences of physically disabled volunteers. By focusing upon the experiences of wheelchair users who volunteer, this paper aims to address this issue; furthermore, it is hoped that by drawing attention to the positive aspects of the volunteerism of disabled people, the paper will also raise awareness of what is, on the whole, an "invisible" group of volunteers; and will thus encourage volunteer managers to actively recruit more disabled volunteers.

THE STUDY

Following an approach based upon grounded theory methodology (Glaser & Strauss, 1968), a total of 50 people were interviewed during the course of the study, 47 of whom were wheelchair users who volunteered (three were non-disabled managers of volunteers). All of the disabled volunteers, (from hence referred to as the volunteers), used a wheelchair whilst volunteering.

During the course of the study the volunteers discussed their activities in a total of 41 different voluntary and public sector organizations. The interviews, which were semi-structured in nature, concentrated on three main themes: volunteering and volunteerism, disability and volunteering, and the management of disabled volunteers.

The study findings: The benefits of volunteering

In many respects the main beneficiary of the voluntary activities discussed during the interviews was often seen to be the individual volunteer being interviewed. The four other beneficiaries also identified during the course of the study were
- Other disabled people;
- The general public;
- The organizations in which the volunteers were engaged; and
- External organizations, agencies and projects.

In addition to drawing attention to the fact that volunteers themselves are beneficiaries of the volunteer activities identified, the study also highlights the nature of the bene-

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fits received and the means by which such benefits were channelled.

1. Benefits for the volunteers themselves

All but two of the volunteers described how they personally benefited from their activities. Such benefits were primarily twofold and described in terms of being either psychological or functional in nature.

Psychological benefits

For many of the volunteers the most tangible personal benefit of volunteering was a belief that it had a positive impact on their personal psychological well-being and mental health:

> *Mentally I think it's definitely had an effect. It's given me an interest...*
> Angela

> *Yes. It keeps me alive, keeps me interested. It's stimulating...*
> Pat

Others articulated the psychological benefits of volunteering in terms of increased self-esteem and self-worth:

> *Yes, it makes me feel great. Not useless. If I didn't do it I'd feel useless...*
> Harry

> *It gives me self worth really... It gives me something to get up for...*
> Emily

It was evident that one of the psychological advantages of volunteering was enjoyment:

> *I find the more I do the more I enjoy... I'm helping myself by helping others.*
> Doug

> *I love it. I enjoy it. I enjoy meeting people... getting out there...*
> David

Psychological benefits associated with improved mental health and increased self-esteem were identified by almost all of the volunteers. However, for many, such individually-experienced benefits were perceived in terms of their previous work experiences and

were thus more functional in nature.

Functional benefits

Some of the younger volunteers had never been able to secure paid employment. For such volunteers one of the main benefits of volunteering was that it provided an enjoyable substitute for paid work:

> *I can't do a paid job...I thought volunteering was the next best thing...*
> Emily

> *It's very challenging...I'd like to do it full-time but I'm trapped...*
> Robert

The majority of the volunteers had, however, previously worked full-time. For these individuals, volunteering filled the personal void that is indicative of extended periods of unemployment and prolonged economic inactivity often forced upon those living with a chronic health condition or disability. For such people volunteering replaced paid work:

> *I felt as if I had to keep my mind occupied. I couldn't just sit at home and do nothing. ...*
> Jack

> *After I finished work I was looking for something to do. Full-time work became very difficult...*
> Alan

Like Alan and Jack, many of the volunteers viewed their activities as being analogous to paid employment—providing them with the opportunity to maintain work-related skills:

> *I didn't want to lose my counselling skills so I decided to volunteer...I know we give a good service, it's been beneficial to me.*
> Christine

Christine's assertion that she benefited from the service provided by the organization, in which she was engaged, mirrored the self-help philosophy of that organization. Like Christine, many of the volunteers were involved in activities manifested by notions of

self-help and social reciprocity (Titmuss, 1970; Raynolds & Stone, 1999).

2. The benefits for other physically impaired people
Self-help activities

The belief that by volunteering they were helping others in a similar position was expressed by many of the volunteers:

> We provide transport for disabled people. I use the service myself...
> Jackie

Another discussed how he had trained as a "disability benefits advisor" after benefiting from such a service himself:

> [The organization] helped me through the most traumatic period of first becoming disabled...
> Andrew

One of the most tangible services offered by the volunteers involved peer counselling:

> I like to encourage people to look beyond themselves, their wheelchair...
> Diane

> It's about confidence, people who become disabled need to regain their confidence...
> Angela

Several of the organizations of disabled people that were visited during the study were originally founded on a self-help basis. Such organizations provided many of the volunteering opportunities undertaken by the volunteers—who reciprocated by providing services for other disabled people.

Advocacy and Volunteerism

Although none of the volunteers were directly involved as advocates, the services offered by some were of an advocatory nature:

> When times get tough and I feel I can't do this, I think I've got to, there's 13,000 wheelchair users out there in the country...
> Jo

> I'm also trying to get public transport more accessible.

> ...trying to help others get out and about...
> Henry

One volunteer believed his political position afforded him an advocatory and representative role:

> I won't be beaten. I want to help people with disabilities. My position [as a local politician] allows this.
> Boris

The perception that by volunteering, individual volunteers were making a positive impact on the lives of other disabled people was constantly repeated; many also believed that their activities benefited the wider communities in which they were engaged.

3. Benefits for the wider community

Those not involved within disability-oriented organizations volunteered in some capacity with either children or adults; none were engaged in environmentally-focused activities.

Children and Young People

Five of the volunteers undertook activities that involved working with children and young people. One assisted during history lessons:

> The important thing is that I talk to children about an entirely different thing. It's historical...
> Shaun

Another described how children benefited from one-to-one attention whilst reading:

> I try and sit where I can see what they're reading and I help with the difficult words...
> Liz

One of the volunteers, a community-based outreach youth worker, believed his voluntary activities had wide-reaching benefits for the young people to whom he offered support:

Instead of them stealing cars, or whatever, I'll say to them "Are you interested in mechanics?"... If they are I'll get them on a course that's working with cars...
Robert

Robert believed that by diverting the youngsters' attention away from crime and by offering them nonjudgemental and empathetic support, he was benefiting the whole community through his voluntary work.

Adults

The majority of the volunteers involved provided welfare, advisory, and educational services to adults within their own communities. From one volunteer's perspective, the skills she had acquired during her previous employment as a human resources manager benefited both of the adult students with whom she volunteered:

I've found that this situation takes every ounce of my experience...the students understood where I was coming from...
Jean

Like Jean, several of the other volunteers felt that their employment-related skills benefited the organizations in which they were engaged; thus, the fourth beneficiary of the volunteers' activities identified within the study were the organizations in which they were engaged.

4. Organizational benefits: Volunteers' own organizations

The organizational benefits of volunteerism are reflected in the academic literature (McCurley & Lynch, 1998). From the perspectives of the disabled volunteers interviewed as part of the study, such benefits were indicative of the employment and life-related skills they felt able to bring to volunteering activities.

Employment Related Skills

Many of the volunteers had previously held highly skilful and responsible occupations. As such the skills they were able to

bring their organizations varied greatly. One volunteer described how her financial expertise enabled her to become the treasurer of her organization:

Because I have skills, bookkeeping skills, it's natural that I should become involved as treasurer...
Julie

Another believed her organization benefited from the practical skills she was able to offer:

I'm computer-literate. I was a typist previously, which helps. I'm good on the telephone...
Pat

Other employment-related skills offered by the volunteers included management, accounting, nursing and physiotherapy.

Life Experience and Disability

For one volunteer, a woman who had been disabled during childhood by poliomyelitis, her own life experiences enabled her to empathise with and encourage the disabled service-users of the organization in which she volunteered:

Basically it's about being myself. Being able to share my experiences and being able to encourage other people to have a go and get their confidence together.
Diane

Another felt that her personal experiences of disability during both childhood and adulthood enabled her to offer a high quality peer counselling service:

I have been disabled for many years and was a disabled child. On the counselling side, that makes a difference.
Angela

Such distinctive insight into what it feels like to be a disabled person was only one of the personal skills the volunteers believed benefited the organizations in which they were engaged. Others felt that the main skills they were able to offer their organizations

reflected other areas of their life experience such as good interpersonal and communication skills:

> I'm a people person...I'm very sensitive when filling out welfare benefit forms...
> Karl

> My main skills are my ability to communicate well with others and generally get on with people...
> Sarah

Throughout the study, previous life experience was identified as being one of the key benefits the volunteers felt they were able to offer the organizations in which they were engaged. Such individual skills and experiences also benefited those external organizations and agencies that the volunteers were required to work within as part of their voluntary duties.

5. Organizational benefits: External organizations, agencies, and projects
Life Experience and Disability
The majority of the volunteers were required to attend meetings within other organizations and agencies whereby they liaised with various health-care and social-work professionals. One volunteer described how he used his life experience to benefit the employees of those agencies in which he was engaged on behalf of his own organization:

> I have a lot of experience dealing with officials such as social workers and health workers...
> Simon

Others felt that their personal experiences as a patient and service user benefited the external agencies within which they volunteered as representatives of their "home" organizations:

> Mainly my skills are as a disabled person; as a wheelchair user, as a patient, as a client.
> Jo

The nature of their activities meant that the majority of the volunteers frequently

acted as representatives on behalf of their organization's (paid) management. Thus it was important for them to maintain a professional persona whilst displaying an ability to see beyond their own disability and personal circumstances.

It is evident that the benefits of volunteering varied greatly between individual volunteers and depended upon a number of factors including the type and location of the organization in which they were deployed, the sort of voluntary work undertaken, and the nature of the individual volunteer's disability.

DISCUSSION OF FINDINGS
Having analysed the volunteers' perspectives in relation to their volunteering, it is possible to divide the benefits of volunteering into two different areas: personal and external. The following paragraphs now consider these two areas of benefit and also draw attention to some of the perceived drawbacks of volunteering.

The personal benefits of volunteering
This paper commenced by drawing attention to the positive impact that the volunteers believed volunteering had on their psychological health. This positive benefit was in stark contrast to some of the negative health-related difficulties identified by the volunteers during the course of the interviews. Such health-related difficulties were often manifested by an exacerbation of an individual's disability-related symptoms, such as increased levels of fatigue and pain. From the study it is difficult to assess whether for the majority of the volunteers the benefits of volunteering in respect of improved psychological health outweighed any negative impacts on their physical and mental well-being. However, the fact that at the time of the interviews all of the disabled study participants were heavily involved in volunteering suggests that from their perspectives, the health-related positives of volunteerism far outweighed the negatives.

One of the main personal benefits of volunteering, which was strongly connected to improved psychological health, was enjoyment of the activities undertaken. The importance of enjoyment as a motivational factor

for volunteers is highlighted in the literature. However, for the wheelchair users interviewed as part of the study, it would appear that stereotypical views conceptualising volunteering as being a wholly altruistic activity are not totally accurate; with only one exception, all of the volunteers did so because they enjoyed it—none expressed wholly selfless motivations.

Whilst enjoyment of volunteering was a significant factor shaping the volunteers' experiences, for many volunteers, their enjoyment was manifested in the opportunity to utilise and maintain employment-related skills. For such individuals, volunteering was seen as a replacement for paid work. In this respect, through their voluntary activities, the volunteers were able to help themselves reduce any social isolation experienced as a result of their disability. Although there have been no previous studies examining the experiences of wheelchair users who volunteer, the perceived need to continue contributing to society following the end of paid employment supports previous study findings into the volunteering experiences of older volunteers (Greenslade & White, 2005; Kam, 2002).

For some of the study participants, volunteering represented an integral part of their individual (medical) rehabilitation—it helped them come to terms with disability. Social research focusing upon the rehabilitative role played by volunteering is somewhat scarce and tends to emphasise the positive benefits of volunteerism for people with mental health problems (Lum & Lightfoot, 2005; Musick & Wilson, 2003). There is clearly much scope for further research in this area.

External benefits of volunteering

One of the unforeseen issues to arise out of the study was that a small minority of the volunteers became involved in voluntary work after they themselves identified a gap in the services provided to disabled people within their own geographic areas. Such social entrepreneurism was described by five of the volunteers, all of whom were located in rurally isolated areas characterised by high levels of social and economic deprivation. The organisations founded by these volunteers provided much needed social, welfare, and leisure services.

Whilst some of the volunteers felt compelled to set up a service because of a perceived lack in social welfare and other service provisions, others began volunteering because they felt the need to put something back into their communities. The high number of volunteers engaged in service with not-for-profit agencies reflects a recent growth in social welfare and disability-focused service provision within the UK by the not-for-profit sector (Baldock, Manning, & Vickerstaff, 2003; Scott & Russell, 2001). This in itself has resulted in an increased number of services being offered by volunteers.

CONCLUSION

By highlighting the personal benefits of volunteering for volunteers themselves, this paper adds to knowledge about volunteering; it also contributes to disability literature by showing how personal experiences of disability may be used as a positive force to help both disabled people themselves and others within the wider community. The paper draws attention to the distinct contribution made to society by wheelchair users who volunteer, thus contradicting commonly-held stereotypes of disabled people as solely being the recipients of others' voluntary action. It reveals that severely disabled people can (and do) make a significant and noteworthy contribution to contemporary society.

In conclusion, for the volunteers interviewed as part of the study, the benefits of volunteering represented a complex mixture of individual altruism, social reciprocity, and the opportunity to achieve self-actualisation. Volunteering enabled the wheelchair users to address and overcome any social isolation experienced as a result of disability; moreover, the distinct nature of their previous life experiences greatly benefited the organizations in which they were engaged as well as the wider society as a whole.

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Making a Difference in a Day:
An Assessment of "Join Hands Day"

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National days of service have become a common means for mobilizing resources around important causes and symbols and for building an ethic of volunteering across America. The Corporation for National and Community Service, Points of Light Foundation, Volunteer Center National Network, Youth Service America, and USA Freedom Corps are among the organizations sponsoring at least five national days of service, among them Martin Luther King Day, Make a Difference Day and, most recently, One Day's Pay.

Although national days of service have become quite common, they have seldom been systematically evaluated. This study begins to fill that gap by assessing the effects of "Join Hands Day" (JHD), a national day of service that endeavors to bring youth and adults together through meaningful volunteer activity. JHD began in 2000, and addresses some of the challenges of an age-segregated society by encouraging youth and adults to join in an annual day of service. JHD is a collaboration among Join Hands Day, Inc., a 501(c)3 established by America's fraternal benefit societies, the Points of Light Foundation, and the Volunteer Center National Network.

THE IMPETUS FOR JHD

The rationale for initiating JHD rests with two different sets of circumstances. The first set of circumstances involves perceived estrangement between young people and adults. Although generational differences are an accepted rite of passage, the perceived gulf between generations appears to have grown. Schneider and Stevenson (1999) report that American teenagers, on average, spend 20% of their waking time—three and a half hours each day—alone. This is more time than spent with family and friends. Furthermore, the amount of time teenagers spend alone increases as they progress from middle to high school. Schneider and Stevenson attribute the large amount of time that teenagers spend alone to major demographic changes like declining family size and increasing divorce rates. Robert Putnam (2000) goes as far as to suggest that increasing suicide and depression among young people is a product of the social isolation that Schneider and Stevenson document.

A second set of circumstances involves a decline in membership in America's fraternal benefit societies. These societies, which were founded in the late 19th and early 20th centuries, have been at the core of America's social capital for the last century. As Putnam (2000), Skocpol (2003), and others have shown, however, their membership has been growing older and gradually declining since the 1960s.

These circumstances brought the leadership of the National Fraternal Congress of America to create the JHD organization in 1998. This new 501(c)3 joined with the Points of Light Foundation and Volunteer Center National Network to initiate a national day of service in 2000.

BEST PRACTICES

When JHD was created, the authors reviewed research on youth-adult partnerships to identify best practices applicable to assessing JHD's effectiveness. The review suggested that several factors must be present for interaction among age groups to result in positive attitude development. Simply putting mixed age groups together in a social setting is insufficient to ensure positive intergenerational results. The experience should be rewarding for both age groups, fostering interaction where both groups are involved in meaningful goal setting and participation (Aday, Sims, McDuffie, & Evans, 1996). JHD was conceived as a way to encourage intergenerational interaction, "adding a community service component to intergenerational programs [that] can benefit the participants, achieve the goals of breaking down generational barriers, and enrich society as a whole" (Perry, Littlepage, & York, 2000, p. 9).

Research by Scannell and Roberts (1994) suggested that effective intergenerational community service programs are characterized by several attributes:
- *Reciprocity.* There should be a balanced relationship among young and old participants with the relationship clearly stated, planned and incorporated in the goals and activities of the program.
- *Common, valued contribution.* Young and old should work together to get things done that are valued in their community.
- *Reflection.* There should be a planned program activity where participants examine the value of the service and the intergenerational relationships.
- *Partnerships.* Both groups should have a shared vision of how the community will benefit, build on existing relationships and resources, and collaborate with a variety of community groups.
- *Preparation and support.* High value should be placed on supporting both younger and older participants, and involving them in the activity's preparation.

GOALS AND LOGIC MODELS

With these practices in mind, JHD's founders articulated several goals for which

logic models were created to support evaluation of JHD. The JHD Steering Committee articulated the following long-term goals:
- Make a contribution to solving the problem of America being an age-segregated society.
- Address problem conditions in local neighborhoods.
- Increase the visibility and public awareness of fraternal benefit societies.
- Reenergize local lodges by increasing membership and participation in local chapters or lodges, particularly among young people.

The logic models created for each goal included the background factors, program activities, and immediate and intermediate outcomes. The models have guided JHD's development, specifying criteria to gauge success.

ASSESSMENT: SURVEY METHODS

To assess progress relative to the program components outlined in the logic models, the authors administered a national participant survey each year from 2001-2004. The present study uses only results from the 2001, 2002, and 2003 surveys. For each year, the survey was usually administered by project manager volunteers immediately after a service project was completed, but participants also had opportunities to complete a web-based or downloadable survey instrument.

The questionnaire probes the respective experiences of youth and adults with Join Hands Day and compares perceptions across generations. The forty-seven questions on the survey assess the perceived presence of best practices, components of the logic model, and respondent demographics. The survey also probes program outcomes or impacts.

Twelve thousand surveys were distributed in 2001 and 2002 to service project managers, parent fraternal organizations, or volunteer centers. In 2001, a total of 1,560 completed participant surveys were returned; in 2002, a total of 2,520 completed participant surveys were returned. Based on these figures, and on the assumption that project managers distributed all the surveys to partic-

TABLE 1:

Level of Youth and Adult Involvement in Planning JHD in 2003

How involved were you in planning for the event	Percent of Youth	Percent of Adults
Very involved	24 (22 in 2002)	36 (41 in 2002)
Somewhat involved	24	25
Slightly involved	15	11
Not involved	37 (36 in 2002)	28 (35 in 2002)

Source: (Christensen et al., 2003, p. 22)

ipants, we estimate response rates of 13% and 21%, respectively. These estimates likely understate response rates because some surveys were probably not distributed. In 2003, the authors distributed 15,000 surveys, with an estimated response rate of 17%. In 2002 and 2003, respondents were given an opportunity to participate in a draw for a cash incentive if their response was received by a specified date and they provided their contact information. The cash incentive appears to account for increased response rates in 2002 and 2003.

In 2002 and 2003, the authors also resurveyed participants who had responded the previous year, to determine if their attitudes had changed over time and if they had participated in JHD again. For example, in 2002, over 1,300 surveys were sent to those who had returned a survey in 2001 and provided a mailing address. In 2003, approximately 2,300 surveys were sent to 2002 participants. These follow-up surveys yielded 21% and 23% response rates, respectively.

ANALYSES

The analyses presented here report selected findings from (a) the annual survey, 2001-2003, and (b) the follow-up survey, 2002-2003. The former is organized by the four long-term goals that serve as the bases for the JHD program logic model.

Annual Survey

Surveys distributed annually were analyzed to assess the presence and effects of best practices.

Encourage youth-adult partnerships. In each annual survey, the perceived extent of youth-adult partnership was measured. One of the best indicators of this partnership is evident in examining the planning stage. Youth and adult respondents were asked how involved they felt in planning the service project in which they participated. The results from 2003 reported in Table 1 are consistent with the results in 2001 and 2002. We note that variations in youth and adult responses are statistically different; adults are more likely to

TABLE 2:

Effects of Planning on Youth Attitudes Toward Adults, 2002

	Percent of youth respondents not at all involved in planning who strongly agreed/agreed	Percent of youth respondents very involved in planning who strongly agreed/agreed
I learned a lot about adults from my participation in JHD*	53	69
Because of JHD, I reexamined my beliefs and attitudes about adults*	40	61
My experiences with JHD helped me to better appreciate adults*	52	69
JHD helped me understand the challenges of being an adult*	45	71
After JHD, I realize that adults value young people more than I thought*	52	72

* all five differences are statistically different at the 0.05 level

Source: (Littlepage et al., 2002, p. 12)

be involved in planning than are youth.

Level of involvement has significant consequences for JHD's impact. Youth respondents who felt more involved in the planning process were more likely to positively alter their perceptions of adults (see Table 2) across all five survey items used to measure youth attitudes toward adults. For example, youth more involved in planning were more likely to reexamine their perceptions of adults and better appreciate adults in the days following the JHD. These findings confirm other research on youth voluntarism. In a nonintergenerational setting, Handy and Keil (2001) demonstrated the importance of youth involvement—in their case as peer volunteer leaders and managers—for positive volunteer outcomes.

Involvement in planning also had a significant impact on adult attitudes toward youth. Adults more involved in planning were more likely to positively and significantly alter their perceptions of youth (see Table 3) on five measures of adult attitudes toward youth. For example, those adults very involved in the planning process were much more likely to come away from the service project believing that they learned a lot about young people.

The mutual benefit of involvement in planning is reflected in respondents' observations. As one youth respondent noted in 2002, "The planning process that included three generations truly opened my eyes up to the fact that all ages of people have significant contributions and are equally important"

(Littlepage, Jones, Perry, & Christensen, 2002, p. 12). Again, in 2003 a participant observed that "much work went into organizing, planning, and carrying out this project, but it was very gratifying to see adults and young people 'joining hands' and working side-by-side to improve their community. I feel like the project was a great success" (Christensen, Littlepage, Perry, & Linders, 2003, p. 28).

In addition to joint planning and preparation, a formal opportunity to reflect about community service experiences is recommended for effective intergenerational programs (Scannell & Roberts, 1994). Reflection provides an opportunity to reinforce lessons from JHD projects. Reflection is recommended as a planned program activity where participants examine the value of the service and the intergenerational relationships at the event. Table 4 shows that most respondents reported time for reflection in conjunction with their service. When respondents were asked how strongly they felt that they had a chance to discuss the service they did with others, 68% of adults and 53% of youth responded, "A great deal." In general, adults were more likely to have spent time reflecting on their service. The proportions of both adults and youth reporting that they took time to reflect on their service increased each year from 2001 to2003. This could again reflect learning and improvements in service program execution as JHD matured.

TABLE 3:
Effects of Planning on Adult Attitudes Toward Youth, 2002

	Percent of adult respondents not at all involved in planning who strongly agreed/agreed	Percent of adult respondents very involved in planning who strongly agreed/agreed
I learned a lot about young people from my participation in JHD*	46	73
Because of JHD, I reexamined my beliefs and attitudes about young people*	33	56
My experiences with JHD helped me to better appreciate young people*	54	77
JHD helped me understand the challenges of being young*	39	65
After JHD, I realize that young people are more responsible than I thought*	52	72

* all five differences are statistically different at the 0.05 level

Source: (Littlepage et al., 2002, p. 12)

TABLE 4

Comparisons Between Youth and Adults of Perceived Time for Reflection, 2003

Percent who strongly agreed that they had time to reflect upon their service experience

Year	Youth	Adults
2003	53	68
2002	47	64
2001	38	46

Source: (Christensen et al., 2003, p. 14).

In summary terms, Join Hands Day appears to foster a desire for more intergenerational experiences among respondents. Table 5 shows that about half the youth and adult respondents were strongly interested in being involved in more intergenerational events. The large increase in desire for intergenerational experiences from 2001 to 2002 also suggests that learning about programming for service events may have occurred, which improved intergenerational results.

TABLE 5

Percentages of Youth and Adults Who Expressed Strong Desire for More Intergenerational Experiences After Participating in JHD

Percent who strongly agreed to "wanting to be part of more events involving youth and adults"

Year	Youth	Adults
2003	55	60
2002	55	57
2001	46	43

Source: (Christensen et al., 2003, p. 28)

Address problem conditions in neighborhoods and communities. Our analyses of participant activities indicate that JHD is addressing neighborhood and community problems. If the tasks of cleaning trails, riverbanks, or parks are combined with planting trees, bushes, or flowers into one category, 46% of the survey respondents in 2003 and 44% in 2002 participated in environmental activities. The second most common activity in 2002 (29%) and 2003 (22%) was helping sick, elderly, or homeless people.

By 2002, JHD had reached every state in the continental United States (see Figure 1) and Alaska and Hawaii (not shown in Figure 1), bringing thousands of youth and adults together in their neighborhoods and communities. These projects were primarily sponsored by fraternal benefit societies, but non-fraternal organizations such as volunteer centers also sponsored many projects.

Encourage fraternal membership and increase visibility of fraternal benefit societies. In his description of America's declining social capital, Robert Putnam (2000) attributes part of the decline to the decreasing number of fraternal benefit societies. As significant sponsors of JHD, fraternal benefit societies hope to introduce individuals, particularly potential younger members, to the benefits of fraternalism.
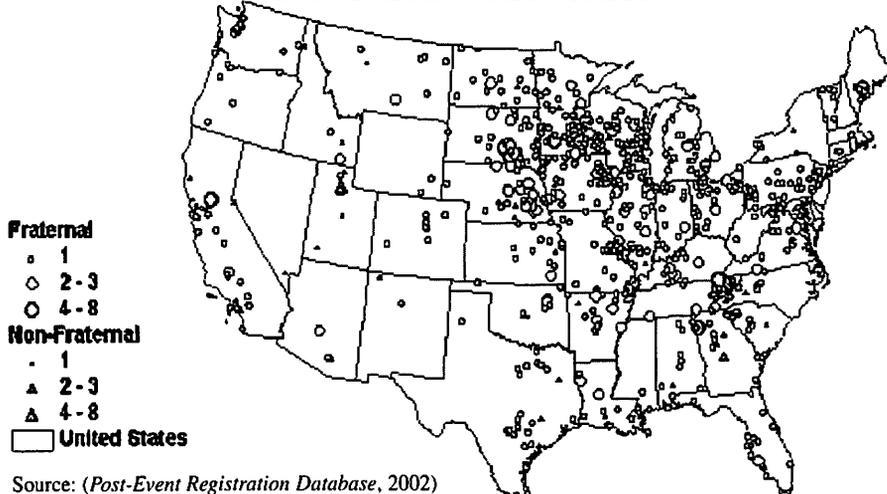
Figure 1:
JHD's 2002 Nationwide Distribution

Fraternal
- o 1
- ◊ 2 - 3
- O 4 - 8

Non-Fraternal
- . 1
- ▲ 2 - 3
- ▲ 4 - 8
- ☐ United States

Source: (Post-Event Registration Database, 2002)

TABLE 6:
Willingness of 2003 JHD Respondents to Attend Future Fraternal Events

Percent of Respondent Type	Very Willing	Somewhat Willing	Not at All Willing	Not Sure	Total
Fraternal Youth	83.6	14.7	0.9	0.9	100
Non-fraternal Youth	69.9	22.79	0.0	7.4	100
Fraternal Adult	88.3	10.59	0.0	1.3	100
Non-fraternal Adult	72.0	23.4	0.5	4.1	100

Source: (Christensen et al., 2003, p. 14).

The 2003 survey allowed us to gauge whether fraternal chapters sponsoring JHD benefited from increased exposure. We asked participants if they knew who was sponsoring the event. As expected, more adults than youth knew the sponsoring organization. In 2003, a total of 94% of adults and 84% of youth knew who was sponsoring the event. If we look at fraternally-sponsored projects only, 91% of the respondents who said they were not members of a fraternal benefit society knew who sponsored the event (Christensen et al., 2003). This indicates that JHD is a venue that continues to raise awareness about fraternals among nonmembers, including young people.

With an understanding that JHD can encourage new membership among young nonmembers and reinforce commitments among young members, our 2003 analysis affirms JHD's potential. Seventy percent of young nonmembers are very willing to attend future fraternally-sponsored events (see Table 6), and 23% are somewhat willing. Among young, fraternal members, 84% are very willing to attend future fraternal events (see Table 6), and 15% are somewhat willing.

FOLLOW-UP SURVEY

As part of an effort to understand longer-term impacts of episodic service, we surveyed past participants a year after their JHD experience to assess outcomes relative to JHD's goals. Among the respondents to the 2002 follow-up survey who participated in 2001, 62% participated again in 2002 (Littlepage et al., 2002). Among the respondents to the 2003 follow-up survey, of those who participated in 2002, 45% participated again in 2003 (Christensen et al., 2003). We found, as would be expected, that being a member of a fraternal benefit society is associated positively with repeat participation. For example, of those respondents who participated in 2002 and 2003 consecutively, 81% were fraternal members. Of those who participated in 2002 only, 61% were fraternal members. This may suggest that affiliation with an institution supporting JHD is important to encourage continuing, individual participation.

We also found that age is significantly related (at the .05 level) to repeat participation—repeat participation is more closely associated with older volunteers than with younger volunteers (there is a higher mean

TABLE 7:
Attitudes Toward Intergenerational Relationships and Variations Between Repeat and Non-repeat Participants, 2003

Statement	Percent Who Agreed/Strongly Agreed with Statement		
	General Respondents in 2003 (baseline)	Follow-Up Respondents (not participating in 2003)	Follow-Up Respondents (participating in 2003)
Teams with both younger and older people can be fun*	96	96	99
It is important that both older and younger people take time to understand each other	97	97	99

* statistical difference among means at the .05 level among the follow-up populations (right two columns)

Source: (Christensen et al., 2003, p. 26)

age among repeat volunteers). Of those who participated both years, 15% were young adults and 85% were adults. Among those respondents who participated only in 2002, 23% were young adults and 77% were adults.

Table 7 illustrates potential lasting effects from JHD. We note that the comparison groups—the non-follow-up 2003 respondents and those who participated in 2002, but not in 2003—had very high cross-generational perceptual responses. However, those who participated in 2002 and 2003 had statistically higher responses. This suggests that while one-time participation in JHD may lead to lasting, cross-generational perceptual changes, repeat participation is even more likely to be associated with change.

Among those who participated in 2002 and 2003, almost all (99.5%) agreed/strongly agreed that they are "comfortable interacting with people of a different generation." Among those who participated only in 2002, this figure was 98%. The mean differences between the two groups' responses are statistically different (at the .01 level), with the mean response being more positive among those who participated in 2002 and 2003. This finding also suggests that participation in JHD the previous year is associated with more positive perceptions of cross-generational interaction.

CONCLUSION

Join Hands Day is an experiment in how episodic community service can be used to solve serious social problems. JHD was designed to address two primary problems, one involving the social isolation of young people from adults and the other the aging and declining membership of fraternal benefit societies. Survey data gathered and analyzed from 2001-2003 participants suggests that JHD has had some success in addressing the twin concerns that motivated the creation of this annual day of service.

JHD is also a microcosm of the proliferation of social innovation in America resulting from the search for new institutions to repair eroding social capital. America's fraternal benefit societies hope to make connections to youth who, in turn, will help the societies to rejuvenate themselves and restore their roles as important threads in the fabric of our communities.

The results of our research reinforce program design guidance based upon previous research and practice (Scannell and Roberts, 1994). Effective intergenerational community service programs must be generational partnerships that offer opportunities for common, valued contributions, balanced relationships between young and old participants, preparation and support for all participants, and opportunities for reflection.

Perhaps our most significant practical finding is that not all projects were equally successful in eliciting common contributions from youth and adults. Adults tended to have a larger role in planning community service projects. When implemented effectively, however, involvement in planning was a powerful tool for creating the effects the JHD founders had intended. Youth and adults involved in planning the community service activity were more likely to have positive views of the other generation as a result of their participation in JHD. Join Hands Day, Inc.'s Web site offers an online Action Guide (2005) with recommendations for developing youth-adult partnerships. Among the Guide's suggestions are hosting intergenerational icebreakers before service events, developing intergenerational listening skills, and developing self-expression skills.

The outcomes associated with JHD suggest that episodic service can be an effective tool for producing targeted change. In light of increased reliance upon episodic service as an alternative to more intense service, this is a significant finding. Although Martin Luther King Day, Make a Difference Day, and Youth Service Day are not panaceas, they may be among the tools our society can use to solve community and social problems and build solidarity across our divisions. We also found that episodic service can make a positive difference in relation to societal-level generational disconnection. Moreover, more frequent participation in JHD leads to even more favorable cross-generational perceptions.

Finally, we note the role that service can play in promoting organizational renewal. We

find some evidence that sponsoring a service day like JHD can lead to greater organization visibility and improved perceptions of the sponsoring organization.

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Volunteering: A Comparison of the Motivations of Collegiate Students Attending Different Types of Institutions

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Volunteerism represents a major source of labor in the United States (Dutta-Bergman, 2004). It involves a considerable number of activities and endeavors with the goal of improving communities and the lives of individuals (van Emmerik, Jawahar & Stone, 2004). Findings from the Current Population Survey, composed of 60,000 households, estimate, for instance, that between September 2001 and September 2002, more than one of every four individuals over the age of 16 in the United States engaged in volunteer activities (Boraas, 2003). An activity pursued to such an extent appears to warrant research attention.

Volunteering affects more than merely the individuals who engage in it. Many valuable social programs rely on volunteers to succeed (Wilcox, Cameron, Ault & Agee, 2003). Many human-service agencies and nonprofit organizations providing these programs, however, are experiencing significant shortages of volunteers, often severely hampering their abilities to fulfill their missions (Edwards & Watts, 1983; Fisher & Ackerman, 1998). Consequently, recruiting new volunteers is often a major, ongoing concern for many such organizations (Brudney & Brown, 1990), consuming a significant amount of an organization's time and resources.

When volunteers are examined, one can quickly observe that, as a demographic group, young adults spend significant time in volunteer activities. Furthermore, school enrollment seems to have a significant effect on the extent of volunteering activities among young adults. Young adults enrolled in school have been observed to volunteer at a rate twice that of those not enrolled in school (Boraas, 2003). Moreover, the increased involvement

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in volunteer activities by college students appears to continue after graduation (Oesterle, Johnson & Mortimer, 2004). In fact, recent college graduates have been observed to volunteer at a rate twice that of high school graduates and four times that of high school dropouts (Boraas, 2003).

Universities and colleges in the United States tend to develop campus cultures that could influence how students feel about many topics and ideas, including the extent to which one should become involved in volunteering activities. Understanding the motivations of college students to engage in volunteering activities and identifying whether differences exist between students attending different types of colleges and universities would seem to be worthwhile. The purpose of this paper is to explore whether students at five different schools, each an exemplar of a different type of college or university, possess differing perceptions of volunteering. First, past research on volunteering is reviewed. Second, rationales for the existence of differing campus climates toward volunteering is developed. Third, hypotheses are presented. Finally, the hypotheses are tested.

VOLUNTEERISM

Each year, millions of people spend substantial amounts of time and energy voluntarily helping others (Clary, Snyder, Ridge, Copeland, Stukas, Haugen, & Miene, 1998). Many organizations that depend on volunteers to deliver services, however, often find that they are unable to provide the services clients need or desire because of a lack of an adequate number of volunteers. The recruitment of volunteers, therefore, is an area of great importance to such agencies (Brudney & Brown, 1990). Indeed, Bussell and Forbes (2002) suggest that as competition for volunteers becomes increasingly intense, many organizations are increasingly turning to marketing techniques to recruit and retain volunteers.

To understand potential volunteers, an understanding of individuals' motivations to become involved in volunteering would seem to be important. Indeed, Clary, Snyder, and Ridge (1992) suggest that understanding the

motivations of potential volunteers may help agencies identify and recruit potential volunteers. Consistent with this line of thought, Allison, Okun, and Dutridge (2002) and Okun (1994) observed that an individual's motivation to volunteer is a good predictor of frequency of volunteering activities. Raman and Pashupati (2002) suggest that individuals' motivation to volunteer is a better predictor of future volunteering behavior than is present volunteering behavior since the extent of one's volunteering activity at any particular time is often affected by transient issues affecting the amount of time an individual has available for volunteering. Furthermore, volunteering is unquestionably a widely varied activity (Gaskin, 1999). Likewise, volunteers differ as much in the volunteer activity they perform (Cnaan, Handy & Wadsworth, 1996; Wymer, 1998) as in the motivations for becoming involved in volunteering.

Although many of the various definitions applied to volunteerism suggest that the volunteer must possess some form of altruistic motivation, Bussell and Forbes (2002) suggest that this is not necessarily true. They suggest several volunteering activities for which altruism is not a necessary motivation. Indeed, Clary and his associates (1998) identified six motives for volunteering: (a) developing and enhancing one's career, (b) enhancing and enriching personal development, (c) conforming to the norms of, or establishing norms for, significant others, (d) escaping from negative feelings, (e) learning new skills and practicing underutilized abilities, and (f) expressing values related to altruistic beliefs.

The literature suggests that the extent of one's volunteering activity is affected by age and by cohort. Members of Generation Y, for instance, are volunteering in their communities more than any generation in American history (Wright, 2000). "Ninety-five percent indicate that spending time volunteering or helping people is very or somewhat important. Fifty percent actively participate in volunteer work in their communities" (Nucifora, 2001, p. 2). Consistent with these observations, volunteering among the young has increased by 12% over the last decade (Fegenbush, 2001). Similarly, Baldwin reported that

members of Generation Y have "a strong sense of community, not just in smaller units, but a feeling of connectedness to a larger unit of society" (2002, p. 6).

As mentioned in the introduction, involvement of members of the younger generation (Generation Y) in volunteerism is profoundly affected by one's education. Young adults enrolled in school volunteer at a rate twice that of those not enrolled in school (Boraas, 2003), a trend that continues after graduation from college. Similarly, Davis-Smith (1999) observed a strong positive relationship between the level at which young people cease their education and the extent of their volunteering activities. Indeed, recent college graduates volunteer at twice the rate of high school graduates and four times that of high school dropouts (Boraas, 2003). Furthermore, religion and race have been suggested as factors affecting the motivation to volunteer.

ROLE OF RELIGION

The role of religion in the motivation to volunteer has been long recognized (Benson, Dehority, Garman, Hanson, Hochschwender, Lebold, Rohr, & Sullivan, 1980). Greely (1997) and Wilson and Janoski (1995), for instance, contend that participation in church activities provides individuals with the tools and social networks that encourage volunteering in other areas. Similarly, Ammerman states,

> *Every club that plans a special event, every society that needs officers, and every congregation that asks its members to teach classes and chair committees provides opportunities for the development and exercise of civic skills. And because congregations are the single most available opportunity for voluntary participation, they are the single most egalitarian imparter of civic skills to society. By engaging in the practices of building up the fellowship, congregations also build up their communities. "Religious" practices transcend religious institutional lines (1997, p. 212).*

Church members have long been regarded

as being more likely to become involved in voluntary activities than nonmembers (e.g., Moberg, 1962). Empirical research supports this contention (Becker & Dhingra, 2001; Parboteeah, Cullen & Lim, 2004; Wilson & Musick, 1997). Similarly, involvement in volunteerism is thought to vary across individuals belonging to different religious groups (Smith, 1994). Research on the relationship between religious identification and involvement in volunteering, however, has not produced consistent findings. Several studies (e.g., Lam, 2002; Peterson & Lee, 1976) observed that Protestants are more likely to participate in voluntary associations than are Catholics and those without religious affiliation. Thomson and Knoke (1980), however, observed that Catholics have a rate of participation higher than Protestants as did Wright and Hyman (1958). Hoge, Zech, McNamara and Donahue (1998) observed that although conservative Protestants reported the greatest amount of church-related volunteering, they tied for last with Catholics for the least amount of non-church related volunteering.

ROLE OF RACE

Relatively few studies have examined the relationship between volunteerism and race. The few studies that have, however, examined the participation rates of African-Americans observed that, when socioeconomic status is controlled for, African-Americans participate in volunteering activities at a rate higher than their white counterparts (Lucas, 1985; Williams & Ortega, 1986). Similarly, Latting (1990) observed that African-Americans are more apt to indicate altruistic motives for volunteering.

RESEARCH HYPOTHESES

H: Students attending differing types of universities possess differing motivations for engaging in volunteering activities. Specifically, students attending different types of universities differ in the relative strength of the following motivations to volunteer:

H1: Developing and enhancing one's career (career).

H2: Enhancing and enriching personal development (esteem).

H3: Conforming to the norms of, or establishing norms for, significant others (social).

H4: Escaping from negative feelings (protective).

H5: Learning new skills and practicing underutilized abilities (understanding).

H6: Expressing values related to altruistic beliefs (value).

METHODOLOGY
Sample

Faculty members at five differing institutions were recruited to administer questionnaires, which included the Volunteer Functions Inventory Scale, to their students taking marketing courses. The universities were chosen to represent differing philosophical and religious approaches to education. Specifically, they were chosen as exemplars of a public commuter institution, a public residential institution, a Jesuit Catholic institution, a conservative Protestant institution, and an African-American liberal arts institution. Students taking marketing courses were chosen to comprise the sample for two primary reasons. First, since business students are generally not encouraged to engage in volunteering as a part of their education, less likelihood exists of a social desirability bias in their responses. Furthermore, through their previous coursework or through discussions in their marketing courses on the environment and on consumer behavior, students taking marketing courses tend to possess an understanding of societal needs.

It is likely that the students attending each of the universities represent a different philosophical and religious subculture. Criteria for admission to the conservative Protestant university, for instance, include "evidence of a personal relationship with Jesus Christ and a consistent, Christian lifestyle." Once admitted to the institution, students are required to attend church services regularly, to attend daily chapel services, as well as abide by a far-reaching standards-of-conduct statement. The nature of these requirements will serve to strongly dissuade individuals representing alternative subcultures from choosing this university for their collegiate education.

Similar admission requirements do not exist at the other universities; nevertheless, the students attending each university can be expected to vary. At the Jesuit Catholic university, for instance, students are required to take a significant number of theology courses as a part of the institution's general education requirements. As a result, the vast majority of students at the institution are Catholic.

The resulting sample sizes comprised 124 from the public commuter institution, 95 from the public residential institution, 73 from the Jesuit Catholic institution, 104 from the conservative Protestant institution, and 86 from the African-American liberal arts institution (for a total sample of 482). Since the instruments were distributed in classroom settings, virtually no nonresponse was noted.

Measurement of Motivation to Volunteer

Various measures have been developed to examine individuals' motivation to volunteer. When they examined the available measures, Okun, Barr, and Herzog (1998) observed that only the Volunteer Functions Inventory (VFI) (Clary, et al., 1998) fits the data on volunteering, suggesting that it is the preferred measure for understanding and measuring motivations to volunteer. The VFI measures six motives for volunteering: (a) developing and enhancing one's career (career); (b) enhancing and enriching personal development (esteem); (c) conforming to the norms of, or establishing norms for, significant others (social); (d) escaping from negative feelings (protective); (e) learning new skills and practicing underutilized abilities (understanding); and (f) expressing values related to altruistic beliefs (value) (Allison, Okun & Dutridge, 2002).

When examining the validity of the VFI scale, Clary, et al. (1998) and Allison, Okun, and Dutridge (2002) observed that the VFI scale appears to be a valid instrument. The scale appears to be reliable: coefficient alphas are typically above .80 (Clary, Snyder, & Ridge, 1992) with test-retest correlations of .64 to .78 (Clary, et al., 1998). The scale also appears to possess construct and criterion validity (Allison, Okun, & Dutridge, 2002; Clary, et al., 1998). Allison, Okun, and

Dutridge (2002) observed that responses to the VFI scale are strongly correlated with volunteering activity. The score for each motivation represents the relative importance of that motivation to the individual. Similarly, the highest score reflects the motivation with the greatest importance to the respondent (Clary, Snyder, & Ridge, 1992).

Analysis

MANOVA was conducted to test the overall Hypothesis. One way ANOVAs were conducted was to test each secondary hypothesis reflecting each of the factors of the VFI scale. Finally, paired results are compared via t-tests for each ANOVA for which significant results were observed.

RESULTS

The mean scores for students attending each university, and for each motivation to volunteer are displayed in Table 1. Results of the MANOVA to test the Hypothesis were observed to be significant at the .05 level (F =

3.912, significance = .000). The overall hypothesis, that students attending different types of universities differ in their motivation to volunteer, is supported. The results of the one-way ANOVAs are displayed in Table 2.

Significant (at the .05 level) differences were observed for five of the six motivations to volunteer. The only motivation for which a significant difference was not observed was developing and enhancing one's career (career). Support, therefore, was observed for Hypotheses 2 through 6, but not for Hypothesis 1.

Post hoc tests were performed for the five motivations to volunteer for which significant results were observed, to better understand the nature of the differences. The results are displayed in Table 3.

For enhancing and enriching personal development (esteem), students attending the public residential university expressed significantly stronger motivations than students attending the Jesuit Catholic and the conservative Protestant universities. In addition, stu-

TABLE 1

Mean Volunteering Scores

Motivation to Volunteer	PC	PR	JC	CP	AA
Developing and enhancing one's career (career)	24.37	25.40	23.40	23.43	25.19
Enhancing and enriching personal development (esteem)	22.05	23.76	21.39	20.42	23.48
Conforming to the norms of, or establishing norms for, significant others (social)	16.03	19.18	19.22	20.06	22.26
Escaping from negative feelings (protective)	16.19	18.57	16.54	17.17	21.00
Learning new skills and practicing underutilized abilities (understanding)	24.05	26.08	26.21	26.32	26.90
Expressing values related to altruistic beliefs (value)	27.12	28.19	27.69	27.84	29.73

University Category Key

PC – public commuter university   PR – public residential university

JC – Jesuit Catholic university   CP – conservative Protestant university

AA – African-American liberal arts university

TABLE 2

ANOVA Results

Motivation to Volunteer	F-Value	Significance
Developing and enhancing one's career (career)	1.799	.128
Enhancing and enriching personal development (esteem)	2.780	.026*
Conforming to the norms of, or establishing norms for, significant others (social)	10.196	.000*
Escaping from negative feelings (protective)	4.873	.001*
Learning new skills and practicing underutilized abilities (understanding)	3.678	.006*
Expressing values related to altruistic beliefs (value)	3.875	.004*

* = p < .05

TABLE 3
Post Hoc Tests

University	Compared With	Esteem	Social	Protective	Understanding	Value
PC	PR	-1.65 .101	-2.88 .002*	-2.38 .020*	-1.96 .019*	-1.02 .123
	JC	65 .545	-3.22 .002*	-.52 .637	-2.16 .016*	-.61 .391
	CP	1.43 .147	-4.16 .000*	-1.15 .249	-2.60 .001*	-.91 .161
	AA	-1.26 .237	-5.93 .000*	-4.40 .000*	-2.67 .002*	-2.72 .000*
PR	JC	2.31 .046*	-.34 .752	1.86 .112	-.20 .834	.41 .588
	CP	3.08 .004*	-1.28 .198	1.23 .254	-.64 .464	.699 .871
	AA .	39 .729	-3.05 .004*	-2.02 .080	-.71 .451	-1.70 .024*
JC	CP	.77 .496	-.94 .376	-.63 .582	-.44 .637	-.30 .690
	AA	-1.91 .113	-2.71 .017*	-3.88 .002*	-.51 .609	-2.11 .008*
CP	AA	-2.68 .016*	-1.77 .092	-3.25 .004*	-.07 .942	-1.81 .014*

University Category Key
PC – public commuter university
PR – public residential university
JC – Jesuit Catholic university
CP – conservative Protestant university
AA – African-American liberal arts university.

* = p < .05

Motivation Key
Esteem – Enhancing and enriching personal development
Social – Conforming to the norms of, or establishing norms for, significant others
Protective – Escaping from negative feelings
Understanding – Learning new skills and practicing underutilized abilities
Value – Expressing values related to altruistic beliefs

dents attending the conservative Protestant university expressed significantly weaker motivations than students attending the African-American liberal arts university.

For conforming to the norms of, or establishing norms for, significant others (social), students attending the public commuter university expressed significantly weaker motivations than students attending any of the other universities. Furthermore, students attending the African-American liberal arts university expressed significantly stronger motivations than students attending the public residential university and the Jesuit Catholic university.

For escaping from negative feelings (protective), students attending the African-American liberal arts university expressed significantly stronger motivations than students

attending the Jesuit Catholic, conservative Protestant, and public commuter universities. Moreover, students attending the public residential university expressed significantly stronger motivations than students attending the public commuter university.

For learning new skills and practicing underutilized abilities (understanding), students attending the public commuter university expressed significantly weaker motivations than students attending any of the other universities.

Finally, for expressing values related to altruistic beliefs (value), students attending the African-American liberal arts university expressed stronger motivations than students attending any of the other universities.

DISCUSSION

Since individuals who have attended or are attending college appear to be much more likely to engage in volunteering activities, college students seem to be a group which should not be overlooked when attempting to recruit volunteers. In support of the general hypothesis, however, students attending different types of universities appear to possess differing motivations to volunteer. Closer analysis indicates that the differences originate in five of the six motivations to volunteer. The results appear to indicate that it may be beneficial for human service agencies and nonprofit organizations to adapt their recruiting techniques to the collegiate background of the potential volunteers.

When students attending the different universities (exemplars of a public commuter institution, a public residential institution, a Jesuit Catholic institution, a conservative Protestant institution, and an African-American liberal arts institution) were examined, the primary differences observed involved students attending the public commuter university and those attending the African-American liberal arts university. In the post hoc tests, students from these two institutions accounted for 19 of the 21 instances for which significant differences were noted. Closer examination of these results appears warranted.

Students attending the public commuter university were found to be consistently less motivated to engage in volunteer activities than were students attending the other types of universities. The differences were most pronounced for the social (conforming to the norms of, or establishing norms for, significant others) and understanding (learning new skills and practicing underutilized abilities) motivations. For each of these types of motivations, students attending the public commuter university expressed significantly less motivation than students attending any of the other universities. It appears that public commuter universities may be less likely to develop environments that foster desire among their students to engage in voluntary activities and/or are less likely to attract students who are motivated to volunteer.

Surprisingly few differences were observed to exist between students attending the public residential, the Jesuit Catholic, and the conservative Protestant universities. The only differences observed were that students attending the Jesuit Catholic and conservative Protestant universities expressed lower esteem (enhancing and enriching personal development) motivations than those attending the public residential university.

Finally, students attending the African-American liberal arts university consistently expressed stronger motivations to engage in voluntary activities than students attending the other universities. The differences were especially notable for social (conforming to the norms of, or establishing norms for, significant others), protective (escaping from negative feelings), and value (expressing values related to altruistic beliefs) motivations. This finding is consistent with past research suggesting that race is a factor in one's propensity to volunteer. Furthermore, the finding that students attending the African-American liberal arts university expressed higher value (altruistic) motivations than students attending any of the other universities is also consistent with past research that suggests that African-Americans are more likely to pursue voluntary activities for altruistic motivations than individuals of other races. These findings suggest that students attending or who have attended African-American liberal arts universities may be especially likely to engage in voluntary activities and may represent an especially fruitful source of volunteers.

Implications

If corroborated by future research, the findings indicate that nonprofit organizations and human-service agencies recruiting volunteers from among college students may need to alter the recruitment appeals based on the type of university that the students are attending.

The strongest motivation to volunteer was the same across students attending all five institutions—expressing values related to altruistic beliefs (value). The motivation, however, was observed to be significantly

stronger for students attending the African-American liberal arts university. Appeals to the altruistic nature of volunteering appear to likely be a successful means to attract students from all universities to volunteer.

Learning new skills and practicing under-utilized abilities (understanding) also appears to be an important motivation to volunteer for all students, but the motivation was observed to be significantly weaker for those attending the public commuter university. Therefore, appeals to the learning aspects of volunteering appear likely to be successful, but their success will likely be less for those students attending a public commuter university.

No significant difference was observed between schools on the motivation of developing and enhancing one's career (career). Since the motivation was observed to be moderately strong for students attending each of the institutions, it may be used equally as an appeal to students attending each of the schools.

The results observed for the motivations of conforming to the norms of, or establishing norms for, significant others (social) and escaping from negative feelings (protective) were somewhat similar. In each instance, students attending the public commuter university expressed the weakest motivation and students attending the African-American liberal arts university expressed the strongest motivation. Appeals to these two motivations, therefore, can be expected to be more successful when directed toward students attending an African-American liberal arts university, but not when directed toward students attending a public commuter university. Although generally significantly stronger than those held by students attending the public commuter university, the strengths of these two motivations to volunteer (social and protective) were observed to be relatively weak for students attending the other institutions.

Finally, the enhancing and enriching personal development (esteem) motivation is strongest for students attending the public residential and African-American liberal arts universities and weakest for students attending the Jesuit Catholic and conservative

Protestant universities. This finding suggests that appeals to esteem would likely work best for students attending non-religious-based universities.

Limitations

Although the findings of this effort are encouraging, a number of limitations exist. First, the exploratory nature of this study limits the drawing of any firm conclusions. Second, the limited nature of the sample restricts the generalizability of the results to other populations. The universities chosen represent exemplars of differing types of universities.

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Using the Web to Train and Support Teen Volunteers: An Initial Assessment of the North Carolina TRY-IT! (Teens Reaching Youth through Innovative Teams) Program

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The use of technology to encourage, support and manage volunteerism and/or volunteer programs has been discussed in the published literature only during the past 15 years. Cravens (1998) was the first to suggest that "Virtual volunteering enables anyone to contribute time and expertise to nonprofits...and other organizations that utilize volunteer services without ever leaving home or office" (p. 2). According to the author, "Virtual volunteering is not a replacement for face-to-face volunteering. Instead, it expands existing volunteer resources, augments an organization's off-line activities, and offers another way for someone to help support an organization and give back to the community" (p. 3). In later articles she concluded that "Volunteer managers are already under increasing pressure to integrate technology into their work, and that pressure is only going to increase" (Cravens, 1999, p. 61), and emphasized the enormous potential of virtual volunteering in human service organizations (Craven, 2000).

Burt and Taylor (2000) discussed the potentials for information and communication technologies to drastically reshape the manner in which voluntary organizations do business. According to the authors, "Embedded within electronic networks is the potential to reshape organizations internally, reconfigure relationships across networks of organizations, and redefine relationships with individual citizens" (pp. 131-132). Safrit and Merrill (2002) discussed the potential for new technologies to broaden volunteer opportunities. "New distance learning techniques via the Internet can revolutionize training, off-site volunteer supervision and ongoing support" (p. 20). However, they concluded, "This exciting new dimension to volunteerism will require careful monitoring and research in the months ahead to assess volunteer satisfaction as well as client impact" (p. 21). However, Saidel and Cour (2003) noted, "While research has been conducted on technology and work in the private and public sectors, there are few studies detailing the effect of technology on work in the voluntary sector and scant literature to guide systematic investigation" (p. 6).

Similarly, during the past decade, an increasing focus of volunteer management literature has been devoted to better engaging youth, and particularly teens, as volunteers. Smith and Havercamp (1991) described an innovative community program in which high-risk teens served as volunteers by teaching younger latchkey youth in Nevada. Steinbach (1992) discussed special considerations that managers of volunteers must consider when working with teen volunteers, including making the volunteer opportunity easily

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accessible to teens (since transportation and time of day may be barriers); fostering teens' imaginations through volunteerism; and offering both long-term and short-term (i.e., episodic) volunteer opportunities for teens. Kleon, King and Wingerter (1996) concluded that "[Teens] are willing to take leadership through volunteerism to improve the quality of life in their communities. ... Special efforts must be made to prepare adults for the teen volunteering, as well as to prepare teens to volunteer in an adult volunteer environment" (p. 41).

Safrit, Scheer and King (2001) discussed teen volunteerism within the larger context of the entire human life span. They noted that "Teens are more willing to...seek greater responsibility in deciding what volunteer projects to conduct. Volunteer opportunities can enhance the teen's career exploration, provide an opportunity to learn about themselves, and be included as a part of building a strong college application or job resumé" (p. 19). Safrit (2002) described what he termed the *Four Es* of working with teens: empathy, engagement, enrichment and empowerment. According to the author, "Effectively empowering teens requires a nonprofit organizational culture that values the contributions of teens, and our own personal commitment to bringing that culture to life" (p. 25).

Junck (2004) identified aspects of successful youth-service learning programs that connect the individual teen to a volunteer program, and subsequently to the larger community. They included focusing upon a true community problem rather than a volunteer organization issue; being student-driven based upon teamwork; and incorporating student reflection into the program design, with adult mentors available to support the students' efforts. Finally, Safrit, Gliem and Gliem (2004) compared reasons for, as well as barriers to, volunteering among pre- and early-teen youth in public school grades 5 to 8, and senior teens in grades 9 to 12. Barriers identified for both grade levels included low personal interest in the volunteer activity, a weak connectedness to volunteerism overall, and personal challenges related to personal, familial and school time commitments.

Reasons identified for both grade levels included pressure to volunteer from adults and peers, encouragement by adults to volunteer, altruistic reasons, and spiritual reasons. The authors concluded that "the most effective infrastructure for youth volunteerism and community service may be through youth-adult partnerships, i.e., youth and adults working together as equal peers to address through volunteerism the serious challenges facing their communities" (p. 39).

THE NORTH CAROLINA 4-H TRY-IT! PROGRAM

North Carolina 4-H Youth Development is the youth-focused program of the Cooperative Extension Service. In 4-H, community-based youth development professionals manage adult and youth volunteers who guide experientially-based educational programs for youth ages 5 to 18. The NC 4-H Teens Reaching Youth (TRY) program was developed initially in 1986 (Groff, 1992) and sought to (a) improve teen self-esteem and life skills, including leadership; (b) enable teens to realize maximal personal growth and understanding; (c) empower teens to make a difference in the lives of others (especially younger youth) through teaching opportunities; and (d) empower teens to contribute to the common good through volunteerism and service. In TRY, teams of teen volunteers, coached by an adult volunteer, taught 4-H subject matter to younger youth.

In 2002, the authors developed Teens Reaching Youth through Innovative Teams (TRY-IT!) as the next generation of the original TRY program. TRY-IT! utilizes innovative Web-based learning modules to strengthen and expand community-based teen volunteerism and service through effective teen-adult partnerships. Still focusing upon the original TRY objectives, TRY-IT! also seeks to (a) foster and support effective teen-adult partnerships throughout project development, implementation, and dissemination; (b) expand teens' opportunities and abilities to develop leadership skills though volunteerism and service; (c) utilize interactive Web-based resource modules (available 24/7) to support teens and adults in developing effective part-

nerships in addressing community issues; and (d) strengthen participants' personal and interpersonal leadership skills through active volunteerism and community service by teaching younger youth. Project collaborators include the Department of 4-H Youth Development at NCSU and National 4-H Council in Chevy Chase, Maryland.

TRY-IT! will eventually include twenty-six 45-minute interactive Web-based modules in three focus areas: (a) building effective and sustained teen-adult partnerships (seven modules); (b) developing effective experiential teaching and planning skills (nine modules); and (c) strengthening individual and shared leadership (10 modules). Additionally, a future section will support adult volunteers serving as coaches of TRY-IT! teams. The TRY-IT! modules are online resources that teen and adult TRY-IT! team members access to build subject matter knowledge and skills addressing leadership, effective teaching and learning, and teen-adult partnerships. The modules are designed to prepare TRY-IT! team members for a required in-depth, face-to-face weekend training retreat, as well as to support, motivate, and expose them to further in-depth topics following the retreat.

The content of each TRY-IT! module was developed by a six to eight member writing team composed of youth and adult volunteers and Extension professionals, working in partnership as Subject Matter Experts (SMEs). The project's Instructional Designer coached the teams in writing learner-focused content effectively integrated with effective Web design and IT systems, based on the contemporary literature (Heide & Henderson, 1994; Jukes, Dosaj, & Macdonald, 2000; Kruse & Keil, 2000; Palloff & Pratt, 1999; Schreiber & Berge, 1998). Writing teams identified various distance technologies (e.g., animation, streaming video, self-assessed feedback loops, etc.) within individual modules to maximize appeal to teen audiences, promote active learner engagement, and maximize learner retention of module content.

There is practically no published literature addressing virtual volunteerism, or the use of information technologies and distance learning strategies, among teens. Mincemoyer

(2003) investigated the use of the Internet to support adult 4-H volunteers in Pennsylvania and concluded,

There are many benefits for volunteers and the extension organization to Internet distribution of resources [sic]. 4-H volunteers are willing to use this new technology to receive curriculum resources … Providing curricula and resources on the Internet via a volunteer Web site not only allows the volunteer to access the resource or publication on demand, but also provides an opportunity … to provide links for volunteers and youth to learn more about their topic of interest (p. 34).

However, applied research is needed to assess teens' interest in and use of Web-enhanced curricula and resources that encourage them to volunteer, while also providing required training and support resources 24/7 in an interactive and engaging format. According to the Independent Sector (2001), "So far there is little research that reveals how technology has and will continue to change the dynamics of civil society and the nonprofit sector" (p. 1).

PURPOSE AND METHODOLOGY

The purpose of this exploratory study was to assess teen volunteers' attitudes regarding three pilot educational Web-based modules from the North Carolina 4-H TRY-IT! program. The researchers developed a quantitative methodology using a written questionnaire to collect data (de Vaus, 1996). The questionnaire was developed from Web-based learning constructs suggested by Jukes, Dosaj and Macdonald (2000) as well as Hall's (1997) eight criteria for evaluating Web-based training (Table 1).

The questionnaire consisted of two sections. Section I included 35 items using a ten-point Likert-type scale (ranging from 1 = *totally disagree* to 10 = *totally agree*) to measure respondent attitudes toward each of the eight criteria. Section II included five additional items collecting data on three selected respondent personal characteristics. The

researchers established the instrument's face validity using a panel of national distance learning experts in Cooperative Extension and/or youth development, and modified the instrument slightly based upon input from the panel of experts.

The researchers collected data from convenience samples of teen 4-H members (all between the ages of 13 and18) on two separate occasions. The first sample comprised 67 teen 4-H members attending the 2003 State 4-H Congress held on the campus of North Carolina State University July 21-25, who were from a mixture of rural and non-rural North Carolina counties. These data were collected during two workshops conducted by the project's Instructional Designer. The second sample consisted of 30 teen 4-H members from rural counties who had been recruited by their county 4-H professionals to participate in a weekend TRY-IT! retreat held at an eastern NC 4-H educational center. The researchers collected these data from the project's co-directors on the final day of the retreat. All data collection followed procedures suggested by Kraut (1996), McNabb (2002), and Rea and Parker (1997). The researchers entered all data into a personal computer and calculated descriptive statistics to satisfy the research objectives. Cronbach's alphas for the holistic instrument and its respective eight constructs were calculated as overall (.92), content (.61), instructional design (.65), interactivity (.63), navigation (.64), motivation (.78), media use (.72), evaluation (.63), and aesthetics (.74). Nunally (1976) stated that for purposes of exploratory research, Cronbach alphas of .50 or greater as measures of internal consistency are indicative of a reliable instrument.

FINDINGS

On both occasions, participants evaluated each construct of the modules as above average (Table 2). For teen leaders' initial exposure to the modules during the 2003 NC 4-H Congress, individual construct mean scores varied from a minimum of 7.51 for "aesthetics" (on a measured range of 2-10), to a maximum of 20.45 for "motivation" (on a measured range of 8-30). For the teen volunteers' weekend training, based upon their more extensive self-directed work with the modules, individual construct mean scores ranged from a minimum of 7.44 for aesthetics (on a measured range of 4-10), to a maximum of 19.93 for motivation (on a measured range of 13-27). Mean scores for each respective construct were well above the corresponding median range point.

TABLE 1
Eight criteria (Hall, 1997) used to develop the research instrument

Criterion	Operational Definition (Hall, 1997)	Number of Questionnaire Items
Content	Does the program include the right amount and quality of information?	5
Instructional Design	Is the program designed in such a way that users will actually learn?	5
Interactivity	Are learners engaged through the opportunity for their input?	4
Navigation	Can learners determine their own course through the program? Is there a course map available? Is there an appropriate use of icons and/or clear labels so users don't have to read excessively to determine program options?	4
Motivational Components	Does the program engage the user through novelty, humor, game elements, testing, adventure, unique content, surprise elements, etc.?	6
Use of Media	Does the program employ video, animation, music, sound effects, and special visual effects? Is the gratuitous use of these media avoided?	4
Evaluation	Is there some type of evaluation? Is mastery of each section's content required before proceeding to later sections? Are section quizzes used? Is there a "final exam"?	5
Aesthetics	Is the program attractive and appealing to the eye and ear?	2

TABLE 2

Measures of central tendency and variance for three pilot tested TRY-IT! modules

Construct	Possible Range	Median Score	NC 4-H Congress (n = 67)		TRY-IT Retreat (n = 30)	
			Measured Range	Mean (std. dev.)	Measured Range	Mean (std. dev.)
Content	0 – 25	12.50	13 – 25	20.03 (3.1)	13 – 25	19.85 (3.1)
Instructional Design	0 – 25	12.50	10 – 25	18.45 (3.4)	11 – 23	17.32 (3.0)
Interactivity	0 – 20	10.00	7 – 20	15.13 (2.8)	8 – 20	16.39 (2.7)
Navigation	0 – 20	10.00	9 – 20	16.21 (2.9)	4 – 20	13.38 (4.0)
Motivation	0 – 30	15.00	8 – 30	20.45 (4.8)	13 – 27	19.93 (3.6)
Media Use	0 – 20	10.00	7 – 20	15.29 (3.3)	8 – 17	13.15 (1.9)
Evaluation	0 – 25	12.50	11 – 25	18.22 (3.4)	9 – 25	19.12 (3.9)
Aesthetics	0 – 10	5.00	2 – 10	7.51 (1.9)	4 – 10	7.44 (1.7)

CONCLUSIONS AND IMPLICATIONS

Due to the exploratory nature of the study, the reader is cautioned about generalizations of the study findings beyond the NC teen 4-H member participants.

The three TRY-IT! modules assessed in this study appear to be well designed according to the distance education literature, and well received by the 4-H teen members who have piloted them. Each of the eight construct mean scores was greater than the construct's median score.

Based upon the study findings for the constructs of content, motivation, interactivity, and evaluation, the TRY-IT! modules investigated would appear to demonstrate Reksten's (2000) advice that Web-based instruction for youth "should first and foremost address the student processes and skills that are transferable and that will develop independent thinking" (p. x). Safrit and Jones (2003) emphasized the importance of incorporating such independent, critical thinking development into volunteer training curricula. "As nonformal ambassadors and representatives of nonprofit organizations and programs, it is imperative that volunteers be challenged to learn 'how to think' rather than just 'what to think.' They must develop the personal capacities to make critical decisions regarding their actions on behalf of the organization" (p. 17). Each TRY-IT! module begins by guiding the teen volunteer in connecting the module focus to her or his prior life experi-

ences before introducing the new training content to be addressed. Teen volunteers are subsequently allowed to safely practice the new content presented by the module at their own pace through structured interactive Web-based exercises and activities. Finally, the teen volunteer is challenged to assess her or his own learning through the use of guided reflection sheets, and to apply the knowledge to broader aspects of personal, school, and community life.

The study findings support Ellis, Wagner, and Longmire's (1999) critical components for learner-centered instruction in Web-based training, which emphasizes that learning does not occur in a societal vacuum, but rather must build upon past experience, connect learning to real-life situations, and both challenge learners and provide them with positive reinforcement. The findings emphasize Bielawski and Metcalf's (2003) benefits of blended *eLearning* defined as "a blend of instructor-led training with some type of online learning activity" (p. xvii). The benefits include providing Web-enhanced training that is personalized, interactive, just-in-time, current, and user-centric. While the authors would argue that these five training attributes are just as applicable to any volunteer-focused training, they are critically applicable to training teen volunteers who are highly computer-literate and internet-savvy.

More important, the current modules provide, for teens as volunteers, critical subject

matter resources that are interwoven into a motivational and fun delivery system based upon best practices and contemporary research in distance education, technology-enhanced teaching and learning, youth-adult partnerships, teen volunteerism, and community-based youth development. The use of Web-enhanced technologies in the TRY-IT! program modules is not intended as a panacea for attracting, motivating, and retaining teens as volunteers. Rather, the technologies are intended to enhance and reinforce three critical aspects (Morino Institute, 2001) of both Web-based training and teen volunteerism: (a) an emphasis on active learning through community involvement (as compared to passive acceptance of the status quo); (b) opportunities that focus upon cooperative or collaborative action (rather than individual, isolated volunteer and learning efforts); and (c) connecting teen volunteers to trained, caring adult volunteers who serve as coaches and guides (rather than undisputable experts).

While both technological and organizational culture challenges remain to be addressed, the potential of TRY-IT! as a Web-enhanced model for supporting teens as volunteers is enormous. In the profession of volunteer administration, we are fast realizing that a "community" of volunteers may be supported successfully either by face-to-face contact or in cyberspace. The "connections" that hold such communities together may be sustained through not only direct interactions, but also Internet and Web interfaces as well. Challenges regarding computer hardware and software availability and Internet accessibility are rapidly being overcome through more powerful yet affordable technological products and services. According to Palloff and Pratt (1999), "Electronic pedagogy [teaching and learning] is not about fancy software packages or simple course conversion. It is about developing the skills involved with community building among a group of learners so as to maximize the benefits and potential that this medium holds" (p. 159).

The last remaining challenge may well be the attitudes and beliefs that managers of volunteers and adolescent program developers have regarding the necessary focus and nature of our beliefs about teens as contributing volunteer citizens, and the mutually respectful relationships we forge with them. After all, as Zedlin, Camino, Calvert, and Ivey (2002) concluded,

> *Opportunities for both youth and adults to contribute to their communities through volunteer work are likely to build connections that support youth development. Relationships and beliefs are self-reinforcing and reciprocal. Program organizers [i.e., managers of volunteers] have an important role in getting them started (p. 11).*

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Oh Brother/Sister, Where Art Thou? The Decline in EMS/Fire Service Volunteerism

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INTRODUCTION

The United States has a rich tradition of volunteerism. Nearly all institutions that benefit American society today were started and run by volunteers prior to independence. Teachers, doctors, firefighters, police officers, postmasters, soldiers, and newspaper writers worked without monetary compensation, and in professions to which they were passionately dedicated. People saw a need in the community, and worked to meet that need.

HISTORY OF VOLUNTEERS IN EMERGENCY SERVICES

This tradition of volunteerism certainly runs deep in emergency services, specifically Emergency Medical Services (EMS) agencies and Fire Departments. As the United States transformed into a more mobile, motorized society and cities began to replace farms and villages, volunteering for a local rescue squad, EMS agency, or fire department was a socially acceptable way of continuing the volunteerism tradition. In many ways, the growth of the Nation's EMS system is the result of public demand. Prehospital care did not surface as a national concern until the 1960s. Prior to that, the victim of a medical emergency did not receive much medical assistance, other than transportation to the hospital. Often staffed with only a non-medically-trained driver, ambulance services at that time

offered little in the way of lifesaving care. Hospitals also were not set up to treat life-threatening emergencies. Emergency rooms did not have trained medical staff or equipment available on a round-the-clock basis to treat serious illnesses or injuries. Many EMS systems across the United States were started primarily as all-volunteer departments and, although there has been a transition to a mixed, or combination, volunteer and paid department in some areas and some takeover by commercial service and/or hospitals, there is still currently a large volunteer presence in emergency services. The majority of the leadership structure at these organizations is split between administrative and operation positions—with organizations traditionally electing their leadership by popular vote. For the most part, these volunteer leaders move up the pipeline to positions of authority and responsibility with little to no structured training in management.

Approximately 60% of the more than 750,000 emergency medical providers in the United States are volunteers. Unlike disciplines that only use volunteers to support the career workforce, volunteer EMS and fire providers have exactly the same training and responsibilities as their career counterparts. Many communities are served exclusively by volunteer EMS agencies and fire departments. But in spite of this large volunteer

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presence in emergency services, urban, suburban and rural departments are experiencing a volunteer drain. A study in 2001 by the *Journal of Emergency Medical Services* indicated that of the nation's largest 200 cities, only two (or 1%) had EMS service provided by volunteers (Cady, 2001). Other examples include the states of New Jersey and Pennsylvania: both states, with traditionally strong volunteer emergency medical service agencies, have indicated that their volunteer numbers have dropped precipitously. There is no reason to believe that this trend is improving, only worsening.

PRIMARY CHALLENGES FOR THE EMERGENCY SERVICES ENVIRONMENT

The challenges facing the emergency services volunteer are myriad. Some representative areas are as follows:

Education/training: The public and medical communities have continually increasing expectations of emergency services providers, and the training hours and expectations for all levels have increased exponentially. Both fire and EMS volunteers must contend with multi-hour initial and continuing education mandates. These include, but are not limited to, initial Emergency Medical Technician (EMT) and firefighter classes, hazardous material training, Occupational Safety and Health Administration (OSHA) compliance training, Health Information Portability and Accessibility Act (HIPAA) awareness and others. For perspective, an average initial Emergency Medical Technician course is in the area of 120 hours and, for initial firefighter training, could number over 250 hours. Additionally, most states have staffing and/or performance requirements for volunteer services. These, combined with society's inclination to institute litigation, have led to increased efforts in training, continuing education, and overall quality assurance.

Recruitment and retention of volunteers: This is possibly the largest challenge facing emergency services in the United States. Recruiting new, competent volunteers to the emergency services as well as retaining current volunteers are tremendous challenges. The various competitions for a volunteer's time,

the changing job market and the high turnover rate for volunteers are just the "tip of the iceberg" in explaining this essential issue.

Funding: Funds that were once available to both volunteer fire and EMS departments on national and state levels have dried up. Most volunteer emergency services agencies rely heavily on community based fund-raising, and not only have fund-raising techniques as a whole become more sophisticated, additionally, the competition for donations has also increased. These facts, in concert with the fact that most volunteer agencies are reticent to bill patients and their insurance companies for services rendered, make for a dismal financial outlook.

Lack of structured management training for all levels of volunteer supervisors: Although it is an often overlooked factor, many supervisors of volunteer emergency services providers do not take any structured classes that address the uniquenesses of the emergency services volunteer, and therefore do not have strong management skill sets. Leading and managing a volunteer organization requires unique skills and "leadership" classes should include, at a minimum, the reason why volunteers volunteer, the emergency environment and its effects on the volunteer, the need for empowerment of personnel, and other applicable facets.

TRENDS IN VOLUNTEERISM AND IMPACT ON ER VOLUNTEER INVOLVEMENT

Gone are the days when the traditional daytime volunteer swelled the ranks of the majority of nonprofit organizations. Dwindling too are the long tenure and commitment to ongoing assignments and volunteer positions on which many organizations built, and continue to build, their day-to-day operational and program structures. Mary Merrill, of Merrill Associates, states that

> ...the majority of today's volunteers are working people looking for short-term, project, or episodic based volunteer opportunities. Students are also looking for the short-term assignments that fit comfortably with school schedules and

requirements. Because we are more educated as a society, we have better educated volunteers who have been in the workplace and have higher expectations about how the work is organized, managed, and scheduled (Merrill, 2004).

Merrill also offers the following observations about the shift in approaches to volunteerism in the United States:

Past
Volunteers were asked to do work that was identified by the organization
Volunteer work was based on organizational needs
There was clear distinction between work done by paid professionals and work done by volunteers
Volunteer programs have been built around structure, form and systems to manage volunteers
Volunteers were expected to be altruistic
Volunteers were expected to respond to the mission and cause of the organization

Present
Volunteers self identify the work they are interested in doing
Volunteer work must address personal needs and personal growth
Volunteers are asking and are being asked to do the same work that paid professionals do or have done
Today's volunteers are entrepreneurial and creative, and want freedom from systems and structures
Volunteers are more open about their self interests
Many volunteers respond to the perks, prestige and opportunities for personal growth (Merrill, 2004)

Along with an ever increasing cost of living, additional trends include changing community demographics: situations where both parents in a given family are having to be breadwinners, and persons are no longer residing in the towns/municipalities where they work. The collective impact of these trends and patterns are resulting in a "slow death" of volunteerism in the EMS/Fire setting. EMS agencies are being taken over by commercial ambulance services or local hospitals and other not for profits that historically had been staffed by all-volunteers. The lat-

ter are now finding themselves in the position of hiring paid personnel to cover daytime and weekend shifts. In departments that serve rural communities, response times lengthen as a result of the inability to quickly pull together a response team.

Although there has been limited success with innovative programs such as the establishment of first aid, Emergency Medical Technician and even firefighter training as part of a high school curriculum, these successes are minute when compared with the rate at which volunteers are leaving the emergency services.

CONCLUSION/IMPLICATIONS FOR THE PROFESSION OF VOLUNTEER ADMINISTRATION

Just as volunteerism in the United States is changing, so is volunteerism in the emergency services. Recent emphasis from visionaries in the emergency services field tends more toward helping departments understand and navigate change, reevaluating current recruitment and retention methods, and providing leadership and program management skill-building opportunities and training in an effort to help the EMS/Fire volunteer organization remain relevant to the communities they serve. Some departments have also expanded the role volunteers can play, engaging them in administrative oversight and support work, thus freeing up first responders to focus on their line-of-duty responsibilities. While it may be too early to assess the impact of these developments, it is clear that EMS/Fire is reading the signs of the times carefully, and implementing appropriate strategies.

For the field of volunteer administration and program management, there are significant opportunities to learn from the current emergency services climate, and to collaborate with professionals in a sector of nonprofits not often included in current electronic discussion groups or volunteer administration professional networks. (When was the last time you attended your network meeting and sat next to a program manager of volunteers who served in an EMS/Fire department or unit?) Much of the research that feeds the

changes we make does not include data about volunteer EMS or firefighters, whose work and work environment differ greatly than other nonprofit organizations. What do the elements of risk management, recruitment and retention, recognition, and record keeping look like for EMS/Fire? Are program managers of volunteers needed? Should department chiefs and other leadership be trained in volunteer program basics? The questions, as well as the potential, are endless.

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Community Volunteers: The Front Line of Disaster Response

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INTRODUCTION

The dramatic and tragic events of Hurricane Katrina have highlighted the need for coordinated community-based volunteer efforts to prepare for, and respond to, natural and other disasters. National attention was drawn to the potential for wide scale destruction during the 2004 Atlantic hurricane season with devastating storms resulting in 27 federal disaster declarations across 15 states. Florida was particularly hard hit in 2004 by one tropical storm and four hurricanes causing continuous and cumulative damage. Unfortunately, these events were only a grim foreshadowing of the lost lives, devastated communities, disrupted economies, and demolished infrastructure that would come less than a year later to Louisiana, Mississippi, Alabama, Texas, and western Florida during Hurricanes Dennis, Rita, and Katrina.

The recent disasters in the Gulf States underscore the problems and shortcomings associated with coordinating outside logistics, and show a clear need for local volunteers to serve as the first line of response to such catastrophes. This was most obvious in the first weeks after Hurricane Katrina, when volunteers and active community residents were the rescuers, caretakers and, in many cases, the final comforting companions to the dying. They were the first, and often the only, line of response that would exist for weeks. Highlighting the importance of the local level, government officials immediately called on local citizens to volunteer their time, money, and sweat equity in addressing this massive and unprecedented natural disaster in America. Such calls took place long before significant government resources were committed. Most vividly portrayed in New Orleans, such local level action set a trend that continued in many places, particularly rural locales, for some time.

Such disasters are likely to occur again. The routine threats from hurricanes, tornados, flooding, and other natural disasters to the southeastern United States and elsewhere are well documented and predicted. In particular, given the trend of increased storm intensity, the likelihood of impending threat of severe hurricanes (Category 4 or 5) requires careful crisis and emergency planning strategies. When disasters do occur, citizen groups and coordinated efforts of local volunteers can respond to lessen the impacts and "build back better" (the theme from the 2005

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Tsunami recovery effort). Local residents will be the first responders. However, the process of organizing local residents must take place before, during, and after such catastrophic events occur (Berke, Kartez, & Wenger, 1993). This article identifies and suggests methods for linking local organizations, recruiting volunteers, and implementing coordinated action plans prior to, and after, the impact of natural disasters.

IMPORTANCE AND ROLE OF COMMUNITY IN DISASTER PREPARATION AND RECOVERY

Communities have long been seen as helpless victims in much of the disaster and emergency management literature, where outside help has been seen as vital to returning conditions "back to normal" or to reducing social vulnerability (Berke et al., 1993; Flint & Luloff, 2005; Hewitt, 1998). In recent years, however, considerably more emphasis has been placed on the role of community in disaster recovery and the importance of local knowledge, action, participation, and control in determining the nature of disaster response (Anderson & Woodrow, 1989; Berke et al., 1993; Enarson & Morrow, 1998; Federal Emergency Management Agency (FEMA), 2000a, 2000b; Mitchell, 1996; Natural Hazards Research and Applications Information Center (NHRAIC), 2001; Schwab et al., 1998; Stehr, 2001). Berke et al. (1993) looked beyond immediate disaster events: "The community can assume the role of active participant, rather than helpless victim. Local people can define goals, control resources, and direct redevelopment initiatives with long-term economic and social benefits" (p.93).

The local community serves a variety of functions that directly contribute to social and economic well-being. It is logical that the community should be the first line of defense in preparing and responding in the event of disaster. Local residents and groups are in a position to best identify their immediate needs, coordinate preparations, supplement official response efforts, implement emergency response programs, and contribute to local decision making for future events. Simi-

larly, local communities can provide a sense of connection, and decrease the isolation and abandonment that is often felt among residents in times of disaster. Such capacity to provide these community services does not always exist, but can be cultivated and should be encouraged and local communities empowered.

Viewing community from an interactional perspective provides a particularly useful vantage point when considering local level disaster response. From this perspective, the community is a dynamic field of interaction rather than a rigid system (Brown & Swanson, 2003; Luloff & Bridger, 2003). This process reflects the building of relationships among diverse groups of residents in pursuit of common community interests (Luloff & Bridger, 2003; Wilkinson, 1991). Through voluntary efforts, individuals interact with one another, and begin to mutually understand common needs (Brennan, 2005; Luloff & Swanson, 1995). From this interaction, voluntary efforts to improve the social, cultural, and psychological needs of local people can emerge. A central part of a community's interactional capacity is the ability to collectively construct meanings, respond to environmental and societal change, and attend to shared needs (Brennan, 2005; Flint & Luloff, 2005).

In all communities, a variety of groups exists with diverse skills and abilities combined with personal and professional experiences, which are essential to successful preparation and response to disasters (Independent Sector, 2001). Included are resident groups with needed professional and trade skills for damage control and assessment (engineers, environmental scientists, architects, contractors, and skilled laborers), disaster preparedness and response training (VFW, retired military/national guard/police), medical, psychological and social service delivery experience (health practitioners, counselors, religious/civic groups), as well as long time residents who have witnessed previous responses to natural disasters.

Effective community responses connect these diverse groups and develop action plans to meet common needs. The next section dis-

cusses opportunities created by the Community Emergency Response Team Program to coordinate preparedness and response activities at the local level. Successfully linking local organizations, citizens, and leaders provides a strong network and a method for local citizens and groups to become actively involved in local preparedness and response efforts. To be most effective, this process of capacity building must take place before disasters occur, and continue during and after such catastrophic events.

APPLICATIONS AND SUGGESTIONS FOR MOBILIZING COMMUNITIES AND VOLUNTEERS

Disaster preparedness and response is often hampered by the coordination of conflicting interests and differing pressures (Stehr, 2001). One way to mobilize local participation and readiness, while maintaining coordination among multiple jurisdictions and interests, is to establish Community Emergency Response Teams or CERTs. The CERT program, administered by the Federal Emergency Management Agency (FEMA), is a direct attempt to put into practice what disaster researchers and practitioners have acknowledged for some time–that a trained team of local volunteers can help provide effective disaster preparedness and disaster recovery. The CERT Web site (Community Emergency Response Teams (CERT), 2005) affirms this mission: "Naturals for the training are neighborhood watch, community organizations, communities of faith, school staff, workplace employees, scouting organizations and other groups that come together regularly for a common purpose. CERT skills are useful in disaster and everyday life events."

CERT training includes disaster preparedness, disaster fire suppression, basic medical operations, and light search and rescue operations. Resulting groups are linked into the network of emergency management. As of August 2005, there were 1,966 community or county level CERTs across the United States (CERT, 2005). Unfortunately, funding for Citizen Corps, the umbrella organization that administers CERT, was cut from $40 million in 2004 to $15 million in 2005 (Grant,

2005). This is a worrying shift in light of the current disaster recovery situation and widespread acknowledgement of the need for greater local level participation in disaster situations. Nonetheless, the CERT program is a model framework for mobilizing local volunteers as the front line of disaster response.

Similarly, more general grassroots mobilizations can plan for, respond to, and rebuild in the aftermath of disaster. Included would be active efforts to bring together diverse local groups, the formation of local groups for planning, establishment of formal long-term visioning and goal setting for disaster preparation and recovery, and recruitment of experienced local citizens to take direct action. Similarly, the establishment of alliances between local groups could set the stage for a more effective sharing of resources and responsibilities during times of crisis. Such alliances can include the identification of organizations or individuals to serve as liaisons between local grassroots efforts and more formal structures (state and federal response organizations, military and national guard, emergence response agencies).

To maximize their impact, local groups or citizen coalitions should identify their possible contributions and assess their unique resources. In this setting, asset mapping can be a valuable tool, which allows the diverse skills, resources, and expertise of organization members to be identified and most effectively utilized (Green & Haines, 2002). Asset mapping is a useful way to prepare for impending disasters and to facilitate effective post-disaster development based on the unique character and niches of the locality. Such preparation and responses can also be further enhanced by incorporating local culture into development efforts (Brennan, Flint, et al., 2005). The unique culture of a location can provide opportunities for alternative development and response strategies.

CONCLUSION

Local volunteers and community level action are essential to effective natural disaster preparation and response. They are particularly important in that these citizens are, in many cases, the first responders and have the

greatest chance to save lives and provide sup-
port in the hours and days immediately after
disaster occurrences. Certainly, an effective
community response would have diminished
some, no matter how small, of the suffering
and loss that occurred during and after the
recent hurricanes. From the bowels of the
Louisiana Superdome to the ravaged rural
areas of Gulfport, Mississippi, some better-
ment could have been achieved if communi-
cation and logistical planning had effectively
maintained crisis support.

An organized community and volunteer
response could have helped in a number of
ways before, during, and immediately after
the recent disasters. They may have been able
to
- coordinate a more successful evacuation
  and transportation effort, where instead
  thousands were unable or chose not to
  evacuate;
- provide some structure and order in places
  like the Superdome and New Orleans
  Convention Center, where instead chaos
  reigned;
- aid in organizing resources for distribution
  before and after the hurricane, where
  instead basic needs were left unmet for
  days; and
- decrease some of the isolation and sense of
  abandonment that quickly engulfed vic-
  tims in the affected areas.

Community and volunteer coordinators
have an obligation to help facilitate commu-
nity organization and preparation to aid
fellow citizens in times of such great need.
The only thing that is certain in these times
is that local residents will be the first capable
of responding. In these disaster settings, local
volunteers and community organizations are
presented with an unprecedented opportunity
to make a measurable impact on the human
condition. The quality and extent of this
response may hold the key to minimizing
disaster effects, maintaining order, increasing
hope, and maximizing recovery efforts.

It is time to bring local groups together in
a concerted and coordinated effort to prevent
future incidents of crisis-related chaos. In the
end, facilitating local involvement in disaster

preparedness and response is about far more
than the provision of basic and logistical
needs. It ensures that local voices are heard,
local struggles are recognized, and the dignity
of local people is respected. With this capaci-
ty established, local citizens can respond and
recover in a manner that improves local life.
The response and rebuilding process will
belong to the front line of disaster respon-
ders—community volunteers—who will rein-
vest in their communities.

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The Pages of Katrina: A Memoir
Nancy Macduff, Walla Walla, Washington

Page: Somebody who is employed to run errands, carry messages,
act as a guide, and perform other duties
Encarta® World English Dictionary © 1999

A manager of volunteers e-mailed me and said, "Who is doing something to help the managers of volunteers in Louisiana who are swamped with well-meaning people? And couldn't *Volunteer Today* do something about it?" A professional manager watched the hideous television images from the Gulf Coast region as Hurricane Katrina ripped her way across the land. As an experienced manager of volunteers, he was concerned about the demands that would be placed on his colleagues in the impacted area.

Michael Stills, a former writer for the online newsletter, *Volunteer Today*, and currently a manager of volunteers in Colorado, thought a Web-based communication tool for managers of volunteer programs, such as *Volunteer Today*, could be used to help from afar. *Volunteer Today* is a free, Web-based monthly newsletter with some of the most experienced people in the field of volunteerism on the writing staff. Access is easy, and the newsletter is known in the volunteerism community.

As publisher and editor, my first contact was to our overworked Webmaster, Lori Corbett, who has a "regular" job and does the Web site because she loves it! She quickly redesigned our normally stately home page and made it a location to put up menus so people could quickly connect to services that we hoped to provide related to the Katrina disaster.

I sent an e-mail to 25 individuals with the questions: "Do you want to help in this endeavor? And what should we do?" I was asking people who ranged from some of the world's most experienced trainers and consultants in volunteerism to a friend who works in Seattle and could not get the Red Cross to send her to Louisiana. And almost everyone had spent time as a manager of volunteers or was currently in that position.

Within minutes I received e-mails with attached documents, articles on spontaneous volunteers and how to cope, first person accounts, link after link to Internet sites providing information on housing, gasoline, volunteer opportunities, and needs from local organizations. And the ideas flew furiously.

The information that came from the writers on the impact of secondary trauma caused everyone engaged in creating the Katrina pages (as we came to call them) to think about the impact on managers of volunteers in the devastated area. These were people working to coordinate the efforts of volunteers while their own homes were likely blown away. Could we provide an opportunity for them to "vent" without the whole world watching? Two team members, Michael Stills and Jennifer Lopeman worked to set up a monitored (I say policed) electronic mailing list where people could write of their experiences and know that only other managers of volunteers were reading their posts. VTRelief is still in existence and we continue to publicize its availability to people who need to talk about their experiences. The site is for the health of managers of volunteers impacted in this crisis and for the edification of all who manage volunteers. No one knows when or if a crisis will be in their own backyard.

Scott Merrill, the writer for the Tech Tips page, was quick to report on Web sites of interest to our readers. And then Jayne Cravens, from Germany, cranked up her computer, and provided our two tech folks with some wonderful links that were directly

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useable by our readers. A first person account from a volunteer firefighter from Ohio is one of my favorite links. And the world seemed smaller and not so ominous because Germany was working with Ohio to help someone in Washington help people in Mississippi!

Within a few days we were getting e-mails asking about opportunities to volunteer from managers of volunteers. Georgean Johnson Coffey named it Respite Corps. Experienced managers of volunteers would volunteer to work for organizations in the stricken area for a week or more, giving overworked staff a break. Georgean worked with Judy Morrow (one in California the other in Indiana) on the mechanics of getting listings of volunteers and names of organizations wishing for a substitute for their manager of volunteers. Volunteer Match donated a recruitment spot on their Web site (thanks to Greg Baldwin), and within two days there were 25 names of individuals raring to go in to the disaster area. Names of organizations were harder to come by ... we suspected they were busy. FEMA and United Way called and promised to get the word out; the woman at FEMA said it would be a wonderful service if the people managing the volunteers had substitutes available. The volunteer coordination effort, she said, was taking its toll on paid staff and volunteers.

In addition to U.S.- and Canadian-based volunteers, there were people from Europe and Asia who found the site and wanted to volunteer to substitute for a manager of volunteers.

And all the while this flurry of activities was marching forward, people like Linda Graff, Mary Merrill, Jeanne Bradner, Connie Pirtle, Bonnie Holiday, and Anna Allevato were sending along articles on various aspects of the disaster, with tools for people wanting to help or needing help. The single Katrina Web page of the early days following the hurricane had grown into multiple pages and locations. There were practical tips and information, a place to share experiences and ask for help, the chance to get a replacement, and links to places for inspiration. The Pages of Katrina, as I came to think of those working on the Katrina Web site, were running

errands, carrying messages, acting as guides, and doing whatever was required to provide help to those doing the heavy lifting in the face of monumental disaster.

The thought occurred to me that effective managers of volunteers are often pages: running errands, carrying messages, acting as guides, and carrying out whatever duties are needed. Could management of volunteers be so simple in concept? And so complex in its execution. And why did it take a hurricane to provide the opportunity to think about this?

Bringing Hope and Healing to the Gulf Coast

Linda Rogers, Portland, Oregon

The blistering sun beat down on the heads of doctors and nurses from Northwest Medical Teams serving the sick evacuees at the convention center in New Orleans. The team arrived on Friday, September 2 to find piles of reeking garbage, lines of sick people waiting to be evacuated to shelters, and no shelter for themselves. The team went to work cleaning off a parking lot, setting up triage, organizing the area for patient treatment, and began treating patients.

Another group of ten paramedics from Oregon served in New Orleans providing vaccinations, and provided urban search and rescue assistance until they were evacuated in preparation for Hurricane Rita. In the aftermath of Hurricane Rita, the team fought fires, delivered babies, and helped save victims of a collapsed building.

Our medical and EMS teams had to wait an agonizing five days to depart for the Gulf Coast because of license problems. State licensing issues made it difficult for doctors from other states, who volunteer domestically for NGOs responding to domestic disasters. Doctors not licensed to practice medicine in Louisiana had to wait for special waivers from the Governor in order to treat patients in the disaster area. Once we clawed through the red tape, Northwest Medical Teams sent thirteen volunteer teams consisting of 62 volunteers, along with shipments of medical supplies, medicines, blankets, and hygiene items valued at over $800,000.

Northwest Medical Teams also converted one of our mobile dental vans, which normally provides dental care to patients in the Northwest, into a mobile health care van. We filled the van with 8,000 pounds of medicines and equipment, and drove it to Louisiana. The van has been there for over a month, traveling from shelter to shelter, providing medical care and immunizing evacuees in the shelters.

In the months to come, Northwest Medical Teams will send trauma counselors, medical teams, EMS workers, and construction teams. We will also provide gift-in-kind support and financial assistance to private shelters and churches that are responding to the need. We will also advocate with the Federal Government and FEMA to provide special humanitarian/good Samaritan licenses to physicians from out of state who are responding through NGOs to disasters within the United States. Currently, we can respond more quickly to international crises than to domestic disasters because of this issue.

With the enormity of this year's disasters including war-torn Sudan, the tsunami, and Hurricanes Katrina and Rita, we have had to ask hard questions regarding our staff and volunteers. How do we prevent staff and volunteers from becoming casualties of the disasters they are responding to? How do we prevent staff and volunteer burnout? For returning disaster and development medical teams, Northwest Medical Teams does provide confidential critical incident trauma counseling, and we are also looking at evaluation tools to help us expand our disaster response roster, but what other strategies should we institute to help us during disasters?

One of the areas of critical need is our warehouse workers who pack the medical supplies and equipment that we send. During times of disaster, we must move medical supplies and equipment quickly and efficiently through the sorting and packing process in order to get the supplies to the disaster area. In response to these questions, we have begun to develop a leadership network that allows us to place volunteer leaders in key positions to help Northwest Medical Teams mobilize during times of disaster. The network structure provides a team leader who is a longtime experienced volunteer, often a medical profes-

Linda Rogers is the Manager of Volunteer Services at Northwest Medical Teams, an international humanitarian aid organization. Linda oversees all phases of volunteerism for the organization. A teacher by training, Linda taught language arts and social studies at the middle school level before moving to nonprofits.

sional who can help train and mentor new volunteers. The team leader will choose mentor volunteers who will work with new, untrained volunteers to help equip them for the job they are assigned.

By creating a leadership/mentoring program within the organization, staff are relieved of training and mentoring responsibilities, the volunteers are empowered and motivated, and the new volunteers are cared for and trained. This system also enables us to mobilize quickly to pack medical bags for disaster responders, prepare medical supplies and equipment for shipment, and provide support for departing teams.

The number of disasters this year has alerted Northwest Medical Teams to the need to evaluate our own disaster preparedness in terms of staffing, volunteer availability, and time of response. By caring for and empowering volunteers to mobilize in an organized way, Northwest Medical Teams is more able to fulfill its motto of *changing a life for good.*

Comfort Amongst the Chaos

Kristin A. Buckley, Washington, DC

The phone calls and e-mails began several days prior to the landfall of Hurricane Katrina. National voluntary organizations contacted their local affiliates in the storm's projected path in order to exchange emergency contact information and to offer available assistance. Electronic versions of disaster manuals and training templates were e-mailed in an effort to place resource materials at the fingertips of those who would need it most in the days and weeks to follow. Yet, as the images of New Orleans, Louisiana, Gulfport, Mississippi, and Mobile, Alabama began streaming into homes across the nation, it became evident that despite these efforts no amount of planning or preparation, no training template or manual could have prepared our colleagues for the devastation caused by Katrina.

While news reports and headlines focused on the chaos in the impacted areas and which elected official was responsible for its occurrence, there existed some semblance of order amongst the less visible, behind-the-scenes crews. Immediately following Katrina's landfall, representatives from federal and state emergency management and voluntary organizations met twice daily to discuss situation reports and response efforts via conference calls convened by National Voluntary Organizations Active in Disaster (NVOAD). During these calls information was both sought and shared on a variety of topics including emergency funds, location of disaster recovery shelters, available housing, animal rescue, and where to send water and ice. Initial needs were assessed and addressed by and for each other through collaborative efforts, bringing some comfort to an otherwise chaotic situation.

Unfortunately, comfort dissipated quickly as we learned of the incredible needs that were surfacing in communities along the Gulf coast and in the surrounding states. Due to deep infrastructure issues, including loss of power and overloaded cell phone systems, communication with several of our local affiliate Volunteer Centers was difficult at best. Relying primarily on e-mail, we shared relevant information from NVOAD calls and asked them to identify their needs so that we could seek and obtain resources on their behalf. Still in response mode, the Volunteer Centers with whom we could communicate were unable to forecast what they would need to help sustain their efforts in the future, and could concentrate only on what the local shelters and evacuees needed to survive the night ahead.

As the initial response moved into the recovery phase, previously identified local needs seemed to multiply exponentially and additional needs began to emerge. Volunteer Centers were tasked with staffing call centers to help manage the incredible volume of requests from the state volunteers and donations hotlines, and asked by state commissions and governors' offices to establish Volunteer Reception Centers in the most severely impacted communities. Inundated with the flood of unaffiliated volunteers, local Red Cross chapters and other voluntary agencies urgently solicited Volunteer Center help in screening and managing the unprecedented number of volunteers and offers of donations. These tasks were requested in addition to responsibilities the Volunteer Centers already had connecting volunteers with local nonprofits and helping to meet the needs of the displaced evacuees. Working more than 12 hours per day, every day, and enduring personal as well as professional recovery from Katrina's impact, the understaffed Volunteer Centers were completely overwhelmed.

Help came in the form of a generous donation by The Walt Disney Company, which enabled Points of Light Foundation

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member Volunteer Centers to obtain funding to assist in recovery efforts and supported travel expenses for experienced Volunteer Center personnel to share their knowledge, skills, and time to help their colleagues. Requests for funding assistance poured in from Volunteer Centers in Louisiana, Mississippi, and Alabama, as well as from the adjacent impacted states of Texas, Tennessee, Arkansas and Florida, which were experiencing challenges in meeting the needs of large evacuee and shelter populations. Funds were used by the Volunteer Centers for the continuity of operations and to defray costs incurred by additional staffing, increased utility bills, technology needs, and astronomical cell phone bills.

Assistance for continuing Volunteer Center operations was greatly needed and genuinely appreciated, but it was the coordination and support for Volunteer Center personnel travel that enabled the Points of Light Foundation and Volunteer Center National Network to have a lasting impact on the communities affected, and on the network overall. One month into recovery efforts, more than 80 Volunteer Center staff members from 30 states including Hawaii, Nebraska, California, Rhode Island, and Wisconsin were given volunteer assignments in Volunteer Centers throughout the impacted region. At times, staff members from several different states worked side by side on different issues in a single organization.

Several Volunteer Centers who requested the assistance of their colleagues were in desperate need of guidance from those who were trained in disaster volunteer management and Volunteer Reception Center operations, and from those who had experience in managing call centers and information and referral systems. Others were in need of experienced managers of volunteers to establish systems and procedures to ensure effective, efficient Volunteer Center response in an otherwise frenzied atmosphere. All requests were met by Volunteer Center staff generously relinquishing their vacation days to give of themselves, or by offering their staff on loan for a specified period of time.

Although these experienced staff members were only on temporary assignment, their presence had a lasting impact on the Volunteer Centers where they were placed. Having these skilled managers of volunteers to direct daily activities enabled Volunteer Center staff members to join in pertinent recovery meetings and reconnect with their state VOADs and Commissions on Community Service, and with key partner organizations. An outsider's perspective proved useful in some instances as well. Staff members from California were integral in identifying a community need for counseling in Alabama and fostered a relationship between the Volunteer Center and the local Mental Health Center, who have since partnered on new initiatives. Resulting from past training and experience, these staff members also had the foresight to put systems and procedures in place, and to train volunteers so that a seamless transition and continuity of operations would occur upon their departure.

At the end of their assignments, the deployed Volunteer Center staff members informed us of the incredible experiences they had working with their colleagues from across the nation, and observing how a Volunteer Center can make a difference in a community severely impacted by disaster. Many spoke of the tremendous professional and personal development this opportunity provided them, indicating that it has helped them to think more proactively about how to prepare their community to respond and recover from a disaster situation. Volunteer Centers who received these experienced volunteers communicated their gratitude using words such as "amazing," "lifesaver," and "angel" when describing them, and expressed their renewed belief in the power of a national network on which they could rely for support in good times and in bad.

Throughout the Hurricane Katrina response and recovery efforts, it became evident that in times of disaster, there exists a veritable need for people who are experienced in managing volunteers and who have the knowledge and skills necessary to help voluntary organizations successfully navigate their way through the inevitable chaos they will face as a result of the influx of volunteers. If

you have these skills, and would like to be of assistance in the future, be sure to affiliate with a voluntary organization involved in disaster efforts within your community. Contact your local Volunteer Center by calling 1-800-Volunteer, or by visiting www.1800volunteer.org to register with them for future opportunities where your knowledge and experience will be an asset to their efforts.

The Points of Light Foundation and Volunteer Center National Network was fortunate to receive funding to support the Volunteer Center work in Hurricane Katrina, but our efforts would not have been as successful without the guiding principles of NVOAD. Planning and preparation are important components to ensure that your community is ready for a disaster, but collaboration, cooperation, communication, and coordination are ultimately what help your community to effectively respond and recover from a disaster. Both within the national network, and in the communities they serve, these key principles were what helped Volunteer Centers achieve success and offered them comfort in an otherwise chaotic environment.

In the Aftermath of Katrina and Rita

Virginia Hearn Whiting, Fredericksburg, Virginia

When I first saw the Gulf of Mexico I fell in love. The waters were clear and warm. We could venture out a long distance and still see the bottom. This was quite different from the blackness of the Potomac River in Virginia where I had grown up. The Gulf waters by comparison could crash to shore stinging our legs with propelled sand, or they could lap gently at our feet, teasing us to walk in deeper. On stormy days it was as if a giant had walked into the midst of the water and was stomping his feet, hurling huge, foamy whitecaps into shore. It was beautiful, if a little frightening then. Still, the hour-or-so drive from Mobile, Alabama, to experience this pleasure at Gulf Shores or on Dauphin Island was exhilarating and we went often.

In the mid-1900s neither place was over-commercialized, and we could climb the sand dunes, and walk for what seemed like miles along the white sandy beach, watching the surf come in and occasionally dipping a toe into it. Summer houses were built along some stretches, many of them rentals, and they were usually full during the long spring and summer months in Alabama.

While I lived for over 30 years in Mobile, we prepared many times for hurricane force winds. Only once did we have a storm forceful enough to yank up oak trees by their roots, snap off tall pines midway like toothpicks, and flood parts of the city with heavy rains. Yet we always prepared for the worst. Before the storm, the grocery stores were crammed full of people shopping for canned goods, batteries, and other necessities. Windows were boarded up and everything outside that could become a dangerous flying object was put in the garage or shed for safe storage.

Though we lived a few miles inland from Mobile Bay, on which the city is perched, during one storm there were rowboats passing by our front door. The rains were horrendous, and the sewage system could not handle the onslaught of the increased surging water. That year, too, the storm hit the Mississippi and Louisiana coasts, but the "side" winds and the rain still caused significant damage in Mobile. Many people who experienced the brunt of the storm in those neighboring states inundated our area in search of food, medical care, and a place to live temporarily. We in Mobile felt blessed that we had been spared again!

Mobile, however, was not safe for long. She experienced the full force of a hurricane in the late '70s. I had left the city the year before and watched with much dismay the televised pictures of the destruction caused at that time. The city was cut off from the outside world for several days, and trying to connect with family members was nearly impossible. It was a terrifying experience to feel that family and loved ones could have been injured, and that we were unable to reach them or get information on their condition.

So, as I watched the television coverage of Hurricanes Katrina, and later Rita, I was filled with sympathy, and empathized with those who had to cope with the fickle nature of the hurricane's wrath. The levee failures and the resultant flooding, which damaged or destroyed homes, and cost so many lives, has been a powerful reminder of the havoc mother nature can wreak. The rising waters, filled with debris, waste, and disease-bearing organisms, threatened to become an even greater hazard. The area may be looking at disease of an epidemic proportion caused by these organisms in the slimy, thick floodwaters that have covered parts of the city of New Orleans and have also ruined homes in many other communities along the path of the storms. The mold, which is a byproduct of the stand-

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ing water in homes and businesses, could also cause medical problems.

The story of the destruction in New Orleans, Biloxi, Gulfport, and other smaller towns in the area has burrowed into our hearts, minds and penetrated our very bones. We are totally immersed in it through media coverage, even weeks after Katrina and Rita made their devastating landfalls. And we remain ever vigilant—watching, reading, listening—for any signs of change, and yearning to assist where we can.

The spirit of giving and helping is uppermost in the hearts and minds of volunteers, and they answer the call quickly. Virginia was one of the first states to send help to the beleaguered area. Ambulance and emergency groups have gone before to help those in need from other hurricanes, floods or natural disasters. Their stays were extended when the second hurricane hit the Texas/Louisiana line. Those of us at home were asked to help the Red Cross, Salvation Army, and numerous other organizations and churches in the area. The media circulated the names of legitimate places to donate to, and people opened their hearts, and often their homes, to those needing help. Many from the Gulf coast evacuated to Virginia and Washington, DC, far from the area of destruction, so we felt a special connection to those evacuees. They became a part of us. Volunteers were asked to help in many ways. The result was overwhelming in scope. Food and clothes filled warehouses and other centers, and monetary donations exceeded expectations. When the very basic needs were met, counseling and case management were begun to help get all the services needed for these folks who had lost so much. Volunteers met the challenge. They have a special feeling for others, especially in these times of emergency.

Families in the Baldwin County area of Alabama made hundreds of meals for victims and transported these meals to the Mississippi coast for distribution. And they did this several times, bringing much needed sustenance to those in shelters who were displaced by the storm. Several who are nurses have given freely of their time to help medically during this crisis. One registered nurse gave up her vacation time to go to Biloxi and Gulfport to volunteer her nursing expertise. She was sorely needed. I applaud them. I also applaud the volunteers from the many locales, near and far, who have given their time and energies to alleviate the pain and shock that accompanied these vicious storms. There will be many instances of generosity and an outpouring of offers of assistance as we try to fathom the tremendous loss and the continuing needs of our fellow Americans.

I still have a nostalgic feeling for the Gulf of Mexico, though I stand now in even greater awe as I see the power it exerts on those who inhabit her banks. And I remember vividly how we prepared for every storm, often sitting up all night with friends huddling, watching, waiting. But, I never had to climb to the roof of my home and watch the ever rising waters inch toward me...or cling to a basket lowered by a helicopter while the rushing waters lapped at my feet. ... and I never had to make a decision about what would happen to a beloved pet.

The volunteer community has responded with haste, with fervor, and with a true desire to help others. Virginia may be a distance from the site of the destruction, but we are close enough to recognize human need and to give in all the ways we can. That's what a true volunteer is capable of doing best–giving.

A Review of *Keeping Volunteers: A Guide to Retention* by Steve McCurley & Rick Lynch

Fat Cat Publications, 2005. 106 pages.
www.energizeinc.com Electronic copy only. $10.00

Reviewed by Sheri Seibold

Many organizations that involve volunteers spend a great deal of time and resources on their recruitment. *Keeping Volunteers* focuses on retention—the art of keeping volunteers productively connected to the organization for which they serve.

Chapter 1 discusses three main topics: (a) the reasons why volunteers discontinue volunteering, (b) the difficulty in effectively measuring retention, and (c) an overview of the authors' approach to retention. In the second chapter, McCurly and Lynch outline some basic rules of retention: retention doesn't happen in a vacuum, don't waste the volunteer's time, let volunteers do what they want, thank volunteers for their efforts, and don't automatically assume that you have lost a volunteer.

"People who feel connected are those who experience a sense of belonging. Volunteers who feel a positive sense of connection with the staff and the other volunteers in an agency will tend to feel good about their experience and will want to continue to volunteer." The importance of feeling connected is highlighted in the chapter on "welcoming volunteers to the team." Seven factors are identified that disconnect volunteers and that work against the feeling of connection. Several strategies to help create a positive sense of connection within organizations are also shared.

Chapter 4 examines the feeling of uniqueness. The authors stress that by placing volunteers in work that takes advantage of their strengths, the agency then can provide natural opportunities to appreciate each volunteer's uniqueness. Recognition and motivation are identified as important strategies when thinking about feelings of connectedness and uniqueness.

The next chapter provides a link between the feeling of effectiveness and retention. When volunteers understand the mission of the agency, when their positions are designed for results, when volunteers feel they have the ability to make decisions, and when they are provided with feedback as to how their efforts have made a difference, they will achieve a sense of effectiveness. Therefore, they will want to continue to volunteer.

Chapter 7 examines the processes that foster volunteer retention. The authors challenge the readers to analyze their agencies' volunteer management processes from the initial approach of a prospective volunteer to the agency, through interviewing and placement, to the ongoing working relationship, and finally to the point when a volunteer leaves an agency and has moved on.

Chapter 8 deals with retention along the volunteer life cycle. McCurly and Lynch share strategies for connecting with volunteers during the first month of service in their role, after the first six months, and at the end of the initial term or commitment. For volunteers continuing on in their respective roles, the authors encourage managers of volunteers to assist volunteers in developing a growth plan as part of their evaluation process. In addition, for agencies with older adults as volunteers, they offer suggestions on how to counsel those who may, because of age or health, no longer be fit to continue in their volunteer role.

The chapter on handling volunteer burnout will be of interest to many managers of volunteers. Signs and causes for burnout are identified and ways to assist a burned out volunteer are provided.

With the trend of episodic volunteering becoming more and more common, chapter 10 looks at ways to accommodate short-term volunteers and to develop a system for encouraging further participation among those volunteers. The authors offer a method that utilizes current volunteers in an effort to "scout" out potential continuing volunteers from those helping at one-time events.

Another important chapter in the book deals with releasing a volunteer from service. The authors answer the question "When has a volunteer been with an organization for too long?" Their answer is "When the needs of either the organization or the volunteer can-not be met." They address this issue from several different perspectives.

Finally, the book includes a lengthy list of references citing numerous research studies and examples from existing programs around the world that would provide practical, relevant information for Program Managers of Volunteers.

Steve McCurly and Rick Lynch provide a very practical, relevant resource for program managers of volunteers. The authors share examples from programs around the world as they outline factors that are critical to volunteer retention. *Keeping Volunteers* is a "keeper" for the bookcase of any manager of volunteers!

Sheri Seibold is Extension Specialist, 4-H Youth Development, University of Illinois Extension, Champaign, Illinois. She has been a member of the Illinois State 4-H Volunteer Development Taskforce and has been responsible for the development of training materials on risk management, volunteer development, volunteer screening, service learning, and character education. Sheri has presented workshops at AVA, ICOVA, NAE4-HA, North Central Region 4-H Volunteer Forum, and at several National Extension Volunteerism Conferences.

A Review of
Execution: The Discipline of Getting Things Done
by Larry Bossidy and Ram Charan

New York, Crown Business, 2002. Hardcover. 277 pages.
ISBN 0-609-61057-0. $27.50

Reviewed by John R. Throop

The management of volunteers is a full-time job, even if the position is not full-time. Certainly there are basic tasks, such as task development, recruitment, training, evaluation and recognition. There are larger tasks, like marketing and public relations, financial management, and conversations with program managers about volunteer needs. Prosperity or adversity in volunteer management is based on excellence in any and all of these areas.

One essential responsibility in volunteer management, however, is strategic thinking, not only about the development of the volunteer program and its basic role in organizational effectiveness, but also about long-term planning to turn strategy into action. Volunteer managers often do not engage in strategic planning in their area of responsibility.

If the organization or unit of government for which the volunteer manager works actually does strategic planning, volunteer management may or may not be a part of the larger organizational strategic planning process. Or those in volunteer management may not be trained or temperamentally suited for long-range planning. They may be doers, not planners. So long-range planning in the volunteer program itself may not occur.

There is one more problem, however, with strategic plans. In worst-case scenarios, the plans may be approved, and then put on the shelf to gather dust while the managers go back to business. Many plans have defined goals with timelines and responsible parties, but the managers struggle with the actual *implementation* of these goals because implementation can be general in scope.

Few nonprofits and units of government actually work through how to execute the strategic plan and turn the strategies into clear and definable work plans. Nonprofit and governmental managers may take some small comfort in the fact that for-profit businesses struggle with the same organizational dynamics. One excellent resource to help managers confront planning breakdowns is *Execution: The Discipline of Getting Things Done* by Larry Bossidy and Ram Charan.

Bossidy, chairman and former chief executive officer at Honeywell International, a large technology and manufacturing firm based in the United States in Minneapolis, Minnesota, and Charan, an international business consultant and advisor, note that people blame executives or managers for wrong strategy when businesses fail to deliver on promises or commitments. They insist that strategy is not the cause. "Strategies most often fail because they aren't executed well," they write. "Things that are supposed to happen don't happen. Either the organizations aren't capable of making them happen, or the leaders of the business misjudge the challenges their companies face in the business environment, or both." Nonprofits and units of government can echo this claim.

Bossidy and Charan say that execution of a strategic plan is a *discipline*. That means that leaders and managers carefully think through the larger steps to meeting goals and then map them out. That practice, they say, is different from tactics and tasks, which are specific and limited steps in carrying out a larger piece of work, and often reflects a "silo" mentality that isolates people from each other and defeats strategy. Execution is the discipline of synchronizing people in different work disciplines who are collaborating to implement various strategies, creating accountability, and building organizational capacity to make the strategies stick with greater reliability.

Three building blocks of execution can ensure successful execution of a plan. First, Bossidy and Charan outline seven *essential behaviors* in an organizational leader or manager that keep him or her from becoming

mired in micromanagement or so visionary that there is a lack of specificity. These seven behaviors include the following: know your people and your business, insist on realism, set clear goals and priorities, follow through, reward the doers, expand capabilities. and know yourself. These behaviors can be developed through training and reading in the business literature, but the authors say that "the ultimate learning comes from paying attention to experience." Another building block—cultural change so that people's beliefs and behavior can be linked to bottom-line results. The third building block is to choose the right people for the right job. A specific issue for volunteer managers is finding the right volunteer to move into a specific job—a difficult responsibility.

The authors also describe three core processes of execution, the actual work of the manager or leader. There are three components: strategy, people, and operations. First, the right people need to be linked to strategy and operation. The right individuals need to be linked to the right work (much tougher than it might appear). It identifies and develops current leadership talent for the work. It also fills the leadership pipeline for a strong succession plan. Secondly, strategy needs to link people to operations. Strategy must identify critical issues, critical needs, and critical interventions. Finally, operational work must make the proper link between strategy and people, and focus on the hows of strategic change rather than a basic repetition of previous priorities, budgeting and training.

For volunteer managers, execution can be a critical path to the right use of volunteers, especially when they come from various sources (community, company, corrections, or educational institutions). Execution also compels volunteer managers to track volunteer performance—not only of individual volunteers, but also of the program development that resulted from volunteer activity and of the effort and the impact that the program was designed to have.

Execution: The Discipline of Getting Things Done is practical, not theoretical, and is based upon managerial experience, not organizational research. The authors do help volunteer managers and executive directors to raise important questions about the best practices of a volunteer program, the importance of a coherent plan for the organization, and the development of managerial skills and competencies to get the right things done in the right order at the right time.

Execution of a plan is a vital management practice whether volunteer managers work full- or part-time, or if they have other responsibilities together with management of the volunteer program. When one moves into volunteer management, one must develop managerial capabilities. Action must be grounded in a strategic plan, and the strategic plan must be grounded in a process to execute the key areas of organizational and programmatic development. Only then will volunteer management be meaningful, coherent—and effective.

John R. Throop is the Executive Director of the Association for Volunteer Administration. Prior to his work at AVA, he was president of The Summit Planning Group, Inc., Peoria, Illinois, a consulting and training firm in the nonprofit and public agency field. He earned his doctorate at Fuller Theological Seminary, Pasadena, California with a focus on organizational development in religious entities. He has published for 25 years.

The Journal of Volunteer Administration Announces

A Call for Research Papers

To Be Presented at the

2006 International Conference on Volunteer Administration
September 27-30, Minneapolis, Minnesota

The Editorial Board of *The Journal of Volunteer Administration* (*The JOVA*) invites you to submit a proposal sharing current research related to volunteerism and volunteer administration. Accepted proposal authors will be invited to present their research during two concurrent sessions at the 2006 International Conference on Volunteer Administration (ICVA) to be held September 27-30 in Minneapolis, Minnesota. Very successful Research-Into-Action sessions have been conducted at the Conferences since 2002. Additionally, authors of research proposals presented at the Conference will be invited to submit full manuscripts for 2007-2008 publication in the Featured Research section of *The JOVA*. While all proposals will be considered, topics are encouraged related to the 2007-2008 *JOVA* issue themes of:

- **Spontaneous volunteerism and the coordination of volunteers in disaster response**
- **The development of volunteer boards**
- **Boomers, retirement, and volunteerism**
- **The valuation of voluuteerism beyond financial assessments**
- **Demographic changes and effects upon volunteerism**

Submitting a Proposal

Each proposal requires the following three sections and respective information:
- First page: Full contact information for all paper authors including: Name; Position and/or Title; Complete Mailing Address; Work Telephone Number; FAX Number; and E-mail Address.
- Second (new and separate) page: Actual proposal (max. 1000 words) following required sections: Paper Title (centered and in bolded upper and lower case); Abstract (max. 200 words); Introduction, Purpose of the Paper; Methodology OR Theoretical/Conceptual Themes; Findings and Conclusions; Implications for the Profession; and, References.
  - Please single space all text, double-spacing between sections. Proposals and papers must follow stylistic guidelines as outlined in the *Publication Manual of the American Psychological Association* (*Fifth Edition*, 2001).
  - Please submit proposals electronically as a Word (.doc extension) or Rich Text (.rtf extension) file attached to an e-mail message. Please use Microsoft Word 1997 or a more recent version when preparing the proposal.
  - In the event an author does not have access to a computer with e-mail capability so as to be able to submit electronically, please mail four copies of the proposal as well as the proposal on diskette in either a Word or Rich Text file. Mailed proposals must be received by the deadline identified.
  - All proposals will be "blind" reviewed by two members of *The JOVA* Editorial Board or Reviewers. Proposal authors will be notified in March and manuscript specifications will be forwarded to those accepted. Presenters accepted will be required to register for and pay the ICVA registration fee, and cover their own travel and lodging expenses.

All proposals must be received by 5:00 p.m. EST on Monday, January 9, 2006

Please send proposals to: Dr. R. Dale Safrit, Associate Editor, *The JOVA*, Department of 4-H Youth Development, NC State University, NCSU Box 7606, Raleigh, NC, 27695-7606, USA. Dr. Safrit's e-mail address is dale_safrit@ncsu.edu.

G U I D E L I N E S
FOR SUBMITTING MANUSCRIPTS

Content

The *Journal Of Volunteer Administration* seeks to publish original manuscripts that provide for an exchange of ideas and sharing of knowledge and insights about volunteerism and volunteer management and administration. Manuscripts may focus on volunteering in any setting, in North America and internationally.

The Journal is a refereed publication of the International Association for Volunteer Administration (AVA) and expands and updates the research and knowledge base for professional volunteer administrators and other not-for-profit managers to improve their effectiveness. In addition, *The Journal* serves as a forum for emerging and contemporary issues affecting volunteerism and volunteer administration. *The Journal* is written, peer-reviewed, edited, and published by professional volunteer administrators, researchers, and consultants, sharing with their colleagues successful applications, original and applied research findings, scholarly opinions, educational resources, and challenges on issues of critical importance to volunteerism and the field of volunteer administration.

Manuscripts may be submitted at any time during the year. *The Journal* is published quarterly. Authors submitting manuscripts to *The Journal* must follow the guidelines in this document. Submissions that deviate from these guidelines will be returned to the corresponding authors for changes. Manuscripts must be submitted for one of five focus areas:

Feature Article (reviewed by three reviewers): Discusses applied concepts and research findings of particular interest and significance to volunteerism and volunteer administration both in North America and worldwide. Connects theory to practice and emphasizes implications for the profession. (Maximum length: 3,500 words, plus abstract, tables, and graphics.)

Research in Brief (reviewed by three reviewers): Summarizes basic and applied original research results of importance to volunteer administrators. (Maximum length: 2,000 words, plus abstract, tables, and graphics.)

Ideas That Work (reviewed by one reviewer): Describes novel ideas, training formats, innovative programs, and new methods of interest to volunteer administrators. (Maximum length: 1,500 words plus abstract, tables, and graphics.)

Tools of the Trade (reviewed by the editor): Reports on specific materials, books, and technologies useful to volunteer administrators. (Maximum length: 1,000 words plus abstract, tables, and graphics.)

Commentary (reviewed by the editor): Offers a challenge or presents a thought-provoking opinion on an issue of concern to volunteer administrators. Initiates discussion or debate by responding to a previously published *Journal* article. (Maximum length: 1,500 words plus abstract.)

Manuscript Style and Preparation

1. In all aspects, follow the Publication Manual of the American Psychological Association (APA) (Fifth Edition, 2001). Manuscripts that vary from the APA style will be returned for conformity to that style and may lead to significant delays in a publication date.

2. Submit manuscripts as Microsoft Word 5.0 for Windows or Word Perfect 5.2 or higher, 12-point type, Times New Roman font, double-spaced, 1.5 margins all round. Prefer all submissions be made via e-mail.

3. All manuscripts must have a running head, which is an abbreviated title that is printed at the top of the pages of a published article to identify the article for readers. The head should be a maximum of 50 characters, counting letters, punctuation, and spaces between words.

4. All author's name/s, affiliation/s, address/es, phone number/s and e-mail address/es must be on a separate cover page that will be removed for the review process.

5. Byline: Author's name should be listed as first name, middle initial(s), and last name. Omit all titles (e.g., Dr., Professor) and degrees (e.g., PhD, EdD, CVA). Type the name of the authors in order of their contributions. Include institutional affiliation, city and state. All affiliations outside of the United States should include the city, state or province if applicable and country.

6. Each author must submit a short biographical summary (60 words), which may include titles and degrees. You may wish to omit institutional affiliation, as it will be listed in the byline.

7. Every submission must have an abstract that briefly reflects the purpose and content of the manuscript. Make each sentence maximally informative, especially the lead sentence. Be brief. Do not exceed 120 words.

8. Double space everything: text, abstract, end notes, author's notes/acknowledgments, references, block quotations, appendixes, AND tables.

9. References should be italicized, not underlined.

10. Left-justify everything with a ragged right-hand margin (no full justification).

11. Begin each required section on a separate page, and in this sequence: title page, abstract, text, appendix(es), notes, references, table/s, figure/s.

12. End notes are used for discursive purposes only. They should be grouped on a separate page. There are no footnotes.

13. Authors are advised to use inclusive language.

14. Figures must be camera ready and appear exactly as they should in *The Journal*, except for sizing. Do not send glossies.

15. *The Journal* will not accept submissions that are under consideration by another publisher.

16. Written, signed permission must be obtained for (a) all quotations from copyrighted publications and (b) all tables or figures taken from other sources. Permission is required to reprint:
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18. The examples below demonstrate APA reference style. Be sure to use the ampersand (&), and to follow the procedures for punctuation, italicising, capitalizing, and numbering the volume, issue and pages.
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Quick Pointers for Authors

1. These are the three most commonly misspelled words submitted to *The Journal*: e-mail, Web site, nonprofit.

2. Please use the term **manager of volunteers** and not volunteer manager. The profession is moving away from the term volunteer manager as it is easily confused with an unpaid (volunteer) manager of volunteers.

3. When using hyphenated words, use Merriam-Webster as a guide.

4. If you write a full sentence inside brackets, put a period inside the bracket. If it is not a full sentence, then put the period outside the bracket.

5. Remember both opening *and closing* quotation marks when using a direct quote. Be sure to include the page number.

6. Include a comma when using the abbreviations "e.g.," or "i.e.," in the text.

7. Citations: If referencing more than one work inside a bracket, be sure to alphabetize the works.

8. Use digits for all numbers over ten. Use words to express any number that begins a sentence, title or text heading. Whenever possible reword the sentence to avoid beginning with a number.

9. Abbreviations must be explained on first use in the abstract or the text.

10. Use active voice (but do not use the personal pronouns *I* or *we*). Commentaries or reviews of other materials may use personal pronouns as they reflect personal views and opinions.

11. Outline the hierarchy of the ideas you wish to present and use headings to convey the sequence and levels of importance.

Review Process

Depending on the type, manuscripts will be reviewed by editor and/or editorial reviewers within six weeks of receipt. For Feature Articles, Research in Brief, and Tools of the Trade, the author(s) name(s) is/are removed for the review process. The author will be notified in writing of the outcome of the review process. *The Journal* retains the right to edit all manuscripts for mechanics and consistency.

If a manuscript is returned for major revisions and the author(s) rewrite(s) the manuscript, the second submission will be entered into the regular review process as a new manuscript.

Authors may be asked to submit a hard copy of the final version of an accepted article. It may be mailed or faxed, double-spaced, 1.5 margins all round, printed on one side of the paper only.

All authors of published manuscripts receive two complimentary issues of TJOVA in which his/her articles appeared.

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Please submit manuscripts to: Mary V. Merrill, Editor, *Journal of Volunteer Administration*, mary@merrillassociates.net, **Phone: 614-262-8219.**

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